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ABSTRACT

This curriculum unit and 1-hour videotape are designed to help students understand the purpose and functions of the United Nations (UN) and explore the relationship between the United Nations and the United States. The UN's role in the global counterterrorism campaign serves as a case study for the unit. The students are asked to develop a basic understanding of the United Nations and its role in the counterterrorism campaign; explore the benefits and drawbacks of U.S. commitment to a strong international legal system; examine how UN peacekeeping forces operate and how their work relates to that of U.S. military forces; assess the UN's role in addressing humanitarian issues around the world; and finally, consider how much the United States should empower the United Nations to do. The unit is divided into seven sections: (1) "Introduction and Standards Guideline"; (2) "Goals and Objectives"; (3) Lesson 1: "Introduction to the United Nations" (Handouts 1A-1C); (4) Lesson 2: "International Law" (Handouts 2A-2F); (5) Lesson 3: "Peace and Security" (Materials for Learning Stations 1-5); (6) Lesson 4: "Humanitarian Affairs" (Handouts 4A-4F); and (7) Lesson 5: "U.S.-UN Relations" (Handout 5A). Contains a relevant glossary, Internet resources, and an answer guide. The videotape is divided into five sections, one to correspond with each lesson. The video clips in this unit are based on footage and material from "Nations United: United Nations," a national town hall meeting featuring United Nations Secretary-General Kofi Annan that took place on October 11, 2001. This event, which was simulcast live in ten cities across the U.S. where audiences could hear from and ask questions of the secretary-general, was moderated by Walter Cronkite and featured a taped address by Secretary of State, Colin Powell. The town hall meeting was sponsored nationally by the Better World Campaign (a project of the Better World Fund); League of Women Voters in the U.S.; United Nations Association of the U.S.A.; and the United Nations Foundation among others. (BT)

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Nations United--The United Nations, the United States, and the Global Campaign Against Terrorism. A Curriculum Unit and Video for Secondary Schools.

Christina Houlihan
Shannon Mcleod

American Federation of Teachers,
Washington, DC.

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Nations United

The United Nations, the United States, and the Global Campaign Against Terrorism

A Curriculum Unit & Video for Secondary Schools

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BETTER WORLD CAMPAIGN

Acknowledgments

The video clips in this unit are based on footage and material from "Nations United: United Nations," a national town hall meeting featuring United Nations Secretary-General Kofi Annan that took place on October 11, 2001. This event, which was simulcast live in ten cities across the U.S. where audiences could hear from and ask questions of the secretary-general, was moderated by Walter Cronkite and featured a taped address by Secretary of State Colin Powell. The ten participating cities were Atlanta, Boston, Chicago, Denver, Houston, Los Angeles, Minneapolis, Seattle, St. Louis, and Tampa.

The town hall meeting was sponsored nationally by the Better World Campaign (BWC), a bi-partisan, non-profit national education and outreach effort dedicated to enhancing the awareness of and appreciation for the vital role the United Nations plays around the world. BWC is a project of the Better World Fund, which was created with initial support from businessman and philanthropist R.E. Turner as part of his historic $1 billion gift to support UN causes. Additional co-sponsors included the League of Women Voters of the U.S., the United Nations Association of the U.S.A., and the United Nations Foundation, as well as local partners in each of the ten cities.

Most importantly, the event and this project would not have been possible without the invaluable contributions of UN Secretary-General Kofi Annan and his colleagues at the UN, ten of whom traveled to each of the participating cities to communicate directly with the American people about the UN's important role in the international campaign against terrorism. These individuals were: Carolyn McAskie, Deputy Emergency Relief Coordinator and Deputy to the Under-Secretary-General for Humanitarian Affairs; Gillian Sorensen, Assistant Secretary-General for External Relations; Catherine O'Neill, Director of the UN Information Center; Kevin Kennedy, Senior Officer, Executive Office of the Secretary-General; Shashi Tharoor, Head, UN Department of Information; Phyllis Lee, Chief, Advocacy and External Relations Unit, Office for the Coordination of Humanitarian Affairs; Carol Bellamy, Executive Director, UNICEF; Danilo Türk, Assistant Secretary-General for Political Affairs; Edward Mortimer, UN Director of Communication and Head of Speech Writing Unit; and Michael Doyle, Assistant Secretary-General and Special Advisor to the Secretary-General.

The Better World Campaign would like to thank the American Federation of Teachers for developing the lessons to support the video footage. The hope is that this curriculum guide will help students in the United States learn more about the important work of the UN in today's world and will foster debate about critical global issues.

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Introduction

Immediately after September 11, Congress expedited payment of U.S. dues arrears to the United Nations and quickly confirmed a new U.S. ambassador to the United Nations after the position had been open for almost 9 months. In a time of national crisis, why might Americans have had such an instinct? Why was the U.S. in arrears on its payments to begin with? This unit attempts to explore the complex relationship between the United States and the United Nations and to assess how the counterterrorism campaign will influence that relationship.

Even as policymakers struggle to negotiate an altered political landscape, teachers are searching for new resources to help their students process one of the most profoundly significant events in our nation's history. These lessons provide a framework within which to analyze unfolding events, while also offering insight into one of most important actors on the world stage today: the United Nations.

In the course of this unit, students will be asked to:

- Develop a basic understanding of the United Nations and its role in the counterterrorism campaign—*LESSON 1*.
- Explore the benefits and drawbacks of U.S. commitment to a strong international legal system—*LESSON 2*.
- Examine how UN peacekeeping forces operate and how their work relates to that of U.S. military forces—*LESSON 3*.
- Assess the UN's role in addressing humanitarian issues around the world—*LESSON 4*.
- And finally, consider how much the U.S. should empower the UN to do—*LESSON 5*.

The enclosed videotape is divided into five segments, one to correspond with each lesson. The clips are meant to stimulate thought and discussion; each segment is approximately 12 minutes long. The basic question-and-answer format of the tape allows ample opportunity for teachers to pause the video to check for comprehension and probe student opinions. The footage has been culled from a series of town hall meetings sponsored by the Better World Fund. Because the majority of the spokespersons on the tape are strong supporters of the United Nations, the written materials include some alternative perspectives in order to provide balance. The video also focuses on the case study of the counterterrorism campaign, while the lessons look at U.S.-UN relations more broadly.

Each lesson is designed to be highly interactive and to encourage students to make judgments and think critically. Among the teaching strategies included are brainstorming, group work, document analysis, role plays, research projects, and simulation. Each lesson plan contains objectives, key terms, procedures, assessment options, extension activities, and student handouts. A glossary and list of Internet resources can be found in the back of the unit. Key terms and other useful vocabulary words are defined in the glossary. Guidelines for possible student answers can be found in the final section.

This unit theoretically could be covered in five intense class periods, but provides more than enough material to expand into a two-week time window. The lessons are designed to supplement coursework in American history or government, international relations, world history, global studies, or current events, depending on the specifications of the local curriculum. *(Please see the following pages for correlations of the lessons to the performance expectations of the national standards for social studies.)*

The American Federation of Teachers would like to thank the many classroom teachers and reviewers who helped to shape this resource. We hope that you and your students will find these lessons informative, timely, and thought provoking.

National Council for the Social Studies Curriculum Standards Performance Expectations for High School Students	Lessons				
	1	2	3	4	5
STRAND II: TIME, CONTINUITY, AND CHANGE					
C: Identify and describe significant historical periods and patterns of change within and across cultures.	■				
D: Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past.	■		■		
E: Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgement.	■	■	■	■	■
F: Apply ideas, theories, and modes of historical inquiry to inform and evaluate actions concerning public policy issues.		■	■	■	■
STRAND III: PEOPLE, PLACES, AND ENVIRONMENTS					
A: Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.				■	
J: Analyze and evaluate social and economic effects of environmental change and crises resulting from phenomena such as floods, storms, and drought.				■	
K: Propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.				■	
STRAND IV: INDIVIDUAL DEVELOPMENT AND IDENTITY					
H: Work independently and cooperatively within groups and institutions to accomplish goals.	■	■	■	■	■
STRAND V: INDIVIDUALS, GROUPS, AND INSTITUTIONS					
B: Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.	■	■	■	■	■
F: Evaluate the role of institutions in furthering both continuity and change.	■	■	■	■	■
G: Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.	■	■	■	■	■
STRAND VI: POWER, AUTHORITY, AND GOVERNANCE					
A: Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.		■			
B: Explain the purpose of government and analyze how its powers are acquired, used, and justified.	■	■			
C: Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.	■	■	■	■	■

National Council for the Social Studies Curriculum Standards Performance Expectations for High School Students (continued)	Lessons				
	1	2	3	4	5
STRAND VI: POWER, AUTHORITY, AND GOVERNANCE (continued)					
E: Compare different political systems with that of the United States, and identify representative political leaders from selected historical and contemporary settings.	■				■
F: Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.	■	■	■	■	■
H: Explain and apply ideas, theories, and modes of inquiry from political science to the examination of persistent issues and social problems.	■	■	■	■	■
I: Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.		■			■
J: Prepare a public policy paper and present and defend it before an appropriate forum in school or community.		■		■	■
STRAND IX: GLOBAL CONNECTIONS					
B: Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.	■	■	■	■	■
D: Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.	■	■	■	■	■
E: Analyze the relationships and tensions between national sovereignty and global interests in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.	■	■	■	■	■
F: Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.	■	■		■	■
G: Describe and evaluate the role of international and multinational organizations in the global arena.	■	■	■	■	■
H: Illustrate how individual behaviors and decisions connect with global systems.				■	■
STRAND X: CIVIC IDEALS AND PRACTICES					
B: Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.					■
C: Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view.	■	■			■
D: Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	■	■	■	■	■
F: Analyze a variety of public policies and issues from the perspective of formal and informal political actors.				■	■
H: Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.	■	■			■
I: Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern.				■	■

Goals and Objectives

GOAL

The goal of this unit is to help students better understand the purpose and functions of the United Nations and explore the relationship between the UN and the United States. The UN's role in the global counterterrorism campaign will serve as a case study for this unit.

OBJECTIVES

Upon completion of this unit, students will be able to:

- Identify some of the organs, programs, and people associated with the UN;
- Analyze UN conventions and treaties;
- List various types of humanitarian assistance that the UN provides;
- Describe ways in which the UN can enforce its international standards;
- Identify areas of UN involvement in the counterterrorism campaign;
- Evaluate the extent to which the United States should participate in UN structures and activities.

Lesson One
Introduction to the United Nations

As a first step toward understanding the relationship between the United Nations and the United States, students must acquire some basic knowledge about the UN. In this lesson, students will use background information and excerpts of documents to learn about the founding aims and principles, the organization, the basic functions, the financing, and the membership of the UN. Students will also compare UN and U.S. founding principles and circumstances in order to better understand the goals of each entity.

Procedure

1. Explain to the students that the UN has played a large part in the campaign against terrorism. Although the UN has been involved in major world issues since its inception, many Americans are largely unaware of how the UN works and what, exactly, it does. In order for students to better understand the UN and to evaluate the United States' relationship to it, they will spend a few days discussing the subject, using the campaign against terrorism as a case study.

2. Distribute the Test Your UNderstanding anticipation guide (Handout 1A) to the students and give them a few minutes to answer the questions. When they are done, distribute the UN Fact Sheet (Handout 1B), and ask students to spend some time researching the correct answer to each question. Review the answers with the students, asking them which were most surprising and why. Tell the students that many of the issues touched on in the anticipation guide will be explored more thoroughly throughout the next several lessons.

3. Explain to the students that each day's lesson has a video portion. The video footage has been culled from a series of town hall meetings that were held in October 2001, and were sponsored by the Better World Campaign, the United Nations Association of the United States of America, the League of Women Voters, and the United Nations Foundation. Kofi Annan, the secretary-general of the UN, addressed the American people, marking the first time that a

Objectives

At the completion of this lesson, students will be able to:

- Identify some of the organs, programs, and people associated with the UN;
- Critically read the preambles of the founding documents of the UN and the U.S.—the Charter and the Constitution;
- Identify similarities and differences between the founding principles of the UN and the U.S.;
- Compare and contrast current world events with those at the time of the formation of the UN.

Materials

Student Handouts 1A-1C
- Test your UNderstanding
- UN Background Fact Sheet
- Founding Documents

Video Segment #1: Introduction

Key Terms

Charter
Coalition
General Assembly
Member State
Preamble
Resolution
Security Council
Sovereignty

secretary-general had done so on such a large scale. He took several questions from audiences that had assembled in 10 cities around the country. Each of these satellite locations then conducted its own panel discussion with various experts taking questions from the audience. The video that students watch is a composite of those discussions.

4. Have students watch the portion of the video entitled "Introduction." (15 mins.) The questions that are addressed in this segment of the video are as follows:
   - How can we sustain the international coalition against terrorism?
   - How does the anti-terrorism campaign fit into the UN's broader mission?
   - What does the UN do that might help fight terrorism?
   - How is the UN perceived in different regions of the world?
   - Is it in the interest of the U.S. to work with the UN?

5. Put the following quotation from Professor Frey before the class:

   "The United Nations is actually an organization that supports the very democratic and human rights values that are our own."

   Explain that, as a class, you will now consider whether this is an accurate statement by analyzing some documents.

6. The people in the video refer frequently to the UN Charter. Ask the students to recall when the Charter was written. What is a charter? What is its purpose? Does the United States have a similar document? The Constitution is a type of charter in that it lays out the structure and function of the government, much as the UN Charter lays out the structure and function of the organization. Each document begins with a preamble. What is a preamble? What is its purpose? Tell the students they are going to look at both of the preambles and compare them.

7. Hand out the preambles of the U.S. Constitution and the UN Charter (Handout 1C). What types of goals are outlined in each document? Identify a few as a class. Pair up the students, and ask each pair to identify three similarities and three differences in the preambles. Does the Constitution name a goal that the Charter doesn't, or vice versa?

8. When the students have finished, ask them to share some of their ideas with the class. Are there more similarities or more differences between the two documents? What do the two have in common? What types of things are different? Challenge the class to summarize each preamble in one sentence. Do these two sentences seem similar or different? What does this tell us about the goals of the two organizations? Refer students back to Professor Frey's quotation. Do they agree with her assertion?

Homework

Ask the students to write an essay describing the circumstances of the formation of the UN and comparing them to events surrounding the campaign against terrorism. What was going on in the world when the UN was founded? Why might nations have felt compelled to create and join an international institution such as the UN? How does that compare to recent circumstances?

Extension Activity

Have the students look more closely at the full U.S. Constitution. How would each branch of government influence U.S. relations with the UN?

Test Your UNderstanding

Circle the best answer.

1. Who coined the term "United Nations"?
   - A) Adolf Hitler
   - B) Josef Stalin
   - C) Franklin D. Roosevelt
   - D) Winston Churchill
   - E) Benito Mussolini
2. The United Nations was officially established after the conclusion of what major world event?
   - A) Great Depression
   - B) World War I
   - C) World War II
   - D) Korean War
   - E) Thirty Years' War
3. Which is one of the principles of the United Nations?
   - A) All member states must seek UN approval of all actions.
   - B) All member states must obey the UN Charter.
   - C) The UN should get involved in member states' domestic disputes even if it is not invited.
   - D) All decisions made by the UN must be unanimous.
   - E) Member states cannot go to war against one another.
4. Who is the current secretary-general of the United Nations?
   - A) Kofi Annan
   - B) Colin Powell
   - C) Tony Blair
   - D) Butros-Butros Gali
   - E) Dag Hammarskjöld
5. Which member state does not possess veto power in the Security Council?
   - A) United States
   - B) France
   - C) Japan
   - D) China
   - E) Russia
6. Which of the following is not a function of the General Assembly?
   - A) Serving as a parliament of nations
   - B) Determining global tax rates
   - C) Setting the global agenda
   - D) Providing a diplomatic means to resolve conflict
   - E) Creating an environment for consensus-making and the emergence of norms
7. How many votes do member states get in the UN General Assembly?
   - A) Every member state gets one vote.
   - B) The number of votes is based on the member state's gross national product (GNP).
   - C) The number of votes is based on the member state's population.
   - D) Veto powers get two votes, all others get one.
   - E) Voting does not take place in the General Assembly.

8. Which are the only two countries not to have ratified the UN Convention on the Rights of the Child?
   A) Iraq and Afghanistan
   B) United States and Somalia
   C) China and North Korea
   D) Iran and Israel
   E) Saudi Arabia and Burma

9. Which UN agency is primarily responsible for the welfare of the world's children?
   A) United Nations High Commissioner for Refugees (UNHCR)
   B) World Health Organization (WHO)
   C) United Nations Children's Fund (UNICEF)
   D) World Food Program (WFP)
   E) United Nations Educational, Scientific, and Cultural Organization (UNESCO)

10. The U.S. government's budget for 2001 was approximately $1.9 trillion. What was the UN's regular budget for 2001?
   A) $10 billion
   B) $1.3 trillion
   C) $2.5 billion
   D) $200 billion
   E) $900 million

11. Which of the following is true?
   A) The UN has always had a budget surplus.
   B) Participation in the International Court of Justice is mandatory for all member states.
   C) The UN possesses its own army and its own peacekeepers.
   D) The UN acts as a world government and creates laws that member states must obey.
   E) Changes to the UN Charter can only be made with the consent of both the General Assembly and the Security Council.

12. Which of the following statements is true?
   A) The U.S. is one of the top ten per-capita contributors to the UN.
   B) The U.S. contributes more to the UN than all other member states combined.
   C) The UN budget is subject to the approval of two-thirds of the General Assembly.
   D) One percent of New York City taxes go to the UN.
   E) Each member state arbitrarily decides what its yearly contribution to the UN will be.

13. How are UN peacekeeping missions financed?
   A) The aggressor nation pays one hundred percent.
   B) The party that appealed is charged fifty percent.
   C) Costs are charged to Security Council members.
   D) The U.S. pays fifty percent.
   E) Costs are shared by all member states in accordance with the UN Charter.

14. Which of the following is true?
   A) The U.S. must get UN approval before taking military action.
   B) The U.S. secretary of state is also a UN employee.
   C) The U.S. president appoints the UN secretary-general.
   D) The U.S. secretary of defense is also the commander-in-chief of the UN army.
   E) None of the above.

Handout 1B

United Nations Background Fact Sheet

The name "United Nations" was thought up by United States President Franklin D. Roosevelt. It was first used during the Second World War, on January 1, 1942, when representatives of 26 nations pledged their governments to continue fighting together against the Axis powers in the "Declaration by United Nations." The United Nations officially came into existence on October 24, 1945, after the conclusion of World War II, when the UN Charter had been ratified by a majority of the original 51 member states. October 24 is now celebrated around the world as United Nations Day.

The objective of the United Nations is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity, and the well-being of all people. It provides the opportunity for countries to balance global interdependence and national interests when addressing international problems.

There are currently 189 members of the United Nations. They meet in the General Assembly, which is the closest thing to a world parliament. None of the decisions made by the assembly are binding; however, the assembly's decisions become resolutions that carry the weight of global opinion.

The United Nations headquarters is in New York City, but the land and buildings are considered a part of international territory. The United Nations has its own flag, its own post office, and its own postage stamps. Six official languages are used at the United Nations—Arabic, Chinese, English, French, Russian, and Spanish.

Aims of the United Nations	Principles of the United Nations
▪ To keep peace throughout the world.	▪ All members have sovereign equality.
▪ To develop friendly relations between nations.	▪ All member states must obey the charter.
▪ To work together to help people live better lives; to eliminate poverty, disease, and illiteracy in the world; to stop environmental destruction, and to encourage respect for each other's rights and freedoms.	▪ Countries must try to settle their differences by peaceful means. ▪ Countries must avoid using force or threatening to use force.
▪ To be a center for helping nations achieve these aims.	▪ The UN may not interfere in the domestic affairs of any country. ▪ Countries should try to assist the UN.

How the UN Works

When states become members of the United Nations, they agree to accept the obligations of the UN Charter, an international treaty that sets out basic principles of international relations.

UN members are sovereign countries. The United Nations is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflict and formulate policies on matters affecting all of us. At the UN, all the member states—large and small, rich and poor, with differing political views and social systems—have a voice and vote in this process.

The United Nations has six main organs. Five of them—the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, and the Secretariat—are based at UN headquarters in New York. The sixth, the International Court of Justice, is located at The Hague, the Netherlands.

The General Assembly

All UN member states are represented in the General Assembly—a kind of parliament of nations that meets to consider the world's most pressing problems. Each member state has one vote. Decisions on "important matters," such as international peace and security, admitting new members, the UN budget, and the budget for peacekeeping, are decided by a two-thirds majority. Other matters are decided by a simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

The assembly considers many different topics, including globalization, nuclear disarmament, development, protection of the environment, and consolidation of new democracies. The assembly cannot force action by any state, but its recommendations are an important indication of world opinion and represent the moral authority of the community of nations.

The assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the assembly is not meeting, its six main committees, other subsidiary bodies, and the UN secretariat carry out its work.

The Security Council

The UN Charter gives the Security Council primary responsibility for maintaining international peace and security. The council may convene at any time, day or night, whenever peace is threatened. Under the Charter, all member states must carry out the council's decisions.

There are 15 council members. Five of these—China, France, Russia, the United Kingdom, and the United States—are permanent members. The other 10 (representing different regions of the world) are elected by the General Assembly for two-year terms. Member states have discussed making changes in council membership to reflect today's political and economic realities.

Decisions of the council require nine yes votes. Except in votes on procedural questions, a decision cannot be made if there is a no vote, or veto, by a permanent member.

When the council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the council tries to secure a cease-fire. It may send a peacekeeping mission to help the parties maintain the truce and to keep opposing forces apart.

The council can take measures to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the council has authorized member states to use "all necessary means," including collective military action, to see that its decisions are carried out.

The council also makes recommendations to the General Assembly on the appointment of a new secretary-general and on the admission of new members to the UN.

The Economic and Social Council

The Economic and Social Council, under the overall authority of the General Assembly, coordinates the economic and social work of the United Nations. As the central forum for discussing international economic and social issues and for formulating policy recommendations, the council plays a key role in fostering international cooperation for development. It also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society.

The council has 54 members, elected by the General Assembly for three-year terms. It meets throughout the year and holds a major session in July, during which a special meeting is held to discuss major economic and social issues. Beginning in 1998, the council expanded its discussions to include humanitarian themes.

The council's subsidiary bodies meet regularly and report back to it. The Commission on Human Rights, for example, monitors the observance of human rights throughout the world. Other bodies focus on such issues as social development, the status of women, crime prevention, narcotic drugs, and environmental protection. Five regional commissions promote economic development and strengthened economic relations in their respective regions.

The International Court of Justice

The International Court of Justice, also known as the World Court, is the main judicial organ of the UN. Consisting of 15 judges elected by the General Assembly and the Security Council, the court decides disputes between countries. Participation by states in a proceeding is voluntary, but if a state agrees to participate, it is obligated to comply with the court's decision. The court also provides advisory opinions to the General Assembly and the Security Council upon request.

The UN Charter specifically calls on the United Nations to undertake the progressive codification and development of international law. The conventions, treaties, and standards resulting from this work have provided a framework for promoting international peace and security as well as economic and social development. States that ratify these conventions are legally bound by them.

The Secretariat

The Secretariat carries out the substantive and administrative work of the United Nations as directed by the General Assembly, the Security Council, and the other organs. At its head is the secretary-general, who provides overall administrative guidance.

The secretary-general is the top official of the United Nations and the symbol of the organization to the world, particularly as the foremost international mediator and peacemaker. The secretary-general draws world attention to major global issues, from development to disarmament to human rights. One of the secretary-general's main responsibilities is to bring to the attention of the Security Council any problem that threatens international peace and security. To help resolve international disputes, the secretary-general may carry out mediation, or exercise "quiet diplomacy" behind the scenes. The impartiality of the secretary-general is one of the UN's most important assets. In recent years, the secretary-general has also intensified the exercise of "preventive diplomacy" as a way to discourage international disputes from arising, escalating, or spreading.

Kofi Annan of Ghana is the current (seventh) secretary-general of the United Nations. He was the first secretary-general to be elected from the ranks of United Nations staff. He began his first term in 1997, then was appointed to a second term (2002-06) by the General Assembly. Kofi Annan and the United Nations were co-recipients of the 2001 Nobel Peace Prize.

The Secretariat consists of departments and offices with a total staff of about 8,900, drawn from some 160 countries. Duty stations include UN headquarters in New York as well as UN offices in Geneva, Vienna, and Nairobi.

The UN System

The International Monetary Fund, the World Bank group, and 12 other independent organizations known as "specialized agencies" are linked to the UN through cooperative agreements. These agencies, among them the World Health Organization and the International Civil Aviation Organization, are autonomous bodies created by intergovernmental agreement. Some of them, like the International Labour Organization and the Universal Postal Union, are older than the UN itself.

In addition, a number of UN offices, programs and funds—such as the Office of the UN High Commissioner for Refugees (UNHCR), the UN Development Programme (UNDP) and the UN Children's Fund (UNICEF)—work to improve the economic and social condition of people around the world. These bodies report to the General Assembly or the Economic and Social Council.

All of these organizations have their own governing bodies, budgets, and secretariats. Together with the United Nations, they are known as the UN family, or the UN system. They provide an increasingly coordinated yet diverse program of action.

What the UN Does for Peace

Preserving world peace is a central purpose of the United Nations. Under the Charter, member states agree to settle disputes by peaceful means and refrain from threatening or using force against other states.

Over the years, the UN has played a major role in helping defuse international crises and in resolving protracted conflicts. It has undertaken complex operations involving peacemaking, peacekeeping, and humanitarian assistance. It has worked to prevent conflicts from breaking out. And in post-conflict situations, it has increasingly undertaken coordinated action to address the root causes of war and lay the foundation for durable peace.

The UN helped defuse the Cuban Missile Crisis in 1962 and the Middle East crisis in 1973. In 1988, a UN-sponsored peace settlement ended the Iran-Iraq war, and in the following year UN-sponsored negotiations led to the withdrawal of Soviet troops from Afghanistan. In the 1990s, the UN was instrumental in restoring sovereignty to Kuwait, and played a major role in ending civil wars in Cambodia, El Salvador, Guatemala, and Mozambique; restoring the democratically elected government in Haiti; and resolving or containing conflict in various other countries.

Cost of the UN

In 2001, the regular budget of the UN amounted to about $2.5 billion. The regular budget—which does not cover peacekeeping operations—pays for UN activities, staff, and basic infrastructure. All states that are members of the UN are obligated by the Charter to pay a portion of the budget. Each state's contribution is calculated on the basis of its share of the world economy.

The UN system spends $10 billion a year, taking into account the UN, the programs and funds, and the specialized agencies, but excluding the World Bank, the International Monetary Fund (IMF), and the International Fund for Agricultural Development (IFAD). About two-thirds of this amount comes from voluntary contributions from the member states; the rest is received from mandatory assessments on those states.

The primary criterion for determining membership dues is the ability of countries to pay. This is determined by estimating a country's gross national product (GNP). Each member state is then assigned a percentage share of the budget, ranging from a minimum of 0.001 percent to a maximum of 22 percent.* For 2001, the 43 countries contributing at the minimum rate were assessed $10,343 each. The largest contributor—the United States—was required to pay $266,943,927.

Peacekeeping operations have their own budgets. The five permanent members of the Security Council pay more than other member states because the permanent members hold the power to veto council decisions and have "special responsibilities" towards peacekeeping operations. In 1998, the five—China, France, Russia, the United Kingdom, and the United States—were assessed approximately 49 percent of peacekeeping costs (down from 57 percent in 1992). Other industrialized countries were assessed at the same rate as under the regular budget scale. A significant reduction was applied to developing countries.

Top 10 Contributors in Assessment for the Regular UN Budget, 2001

Member State	Scale of Assessments	Amount in Millions of US $
United States	22.00%	266.9
Japan	19.60	238.2
Germany	9.80	119.2
France	6.50	78.9
United Kingdom	5.60	67.6
Italy	5.09	61.8
Canada	2.57	31.2
Spain	2.50	30.7
Netherlands	1.70	21.2
Russian Federation	1.20	14.6

Top 10 Per capita Contributors to the UN Regular Budget, 1998

Member State	Per capita Contribution
Liechtenstein	$1.77
Luxembourg	1.76
Japan	1.52
Norway	1.48
Denmark	1.39
Sweden	1.33
Iceland	1.28
Germany	1.26
Austria	1.25
France	1.19
United States	$1.11

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*The assessment policy recently changed from a maximum of 25 percent to a maximum of 22 percent.

Member States of the United Nations

The United Nations has 189 member states as of 2002.

Afghanistan
Albania
Algeria
Andorra
Angola
Antigua and Barbuda
Argentina
Armenia
Australia
Austria
Azerbaijan
Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bhutan
Bolivia
Bosnia and Herzegovina
Botswana
Brazil
Brunei Darussalam
Bulgaria
Burkina Faso
Burundi
Cambodia
Cameroon
Canada
Cape Verde
Central African Republic
Chad
Chile
China
Colombia
Comoros
Congo
Costa Rica
Côte d'Ivoire
Croatia
Cuba
Cyprus
Czech Republic
Democratic People's Republic of Korea
Democratic Republic of the Congo
Denmark
Djibouti
Dominica
Dominican Republic
East Timor*
Ecuador
Egypt
El Salvador
Equatorial Guinea
Eritrea
Estonia
Ethiopia
Federated States of Micronesia
Fiji
Finland
France
Gabon
Gambia
Georgia
Germany
Ghana
Greece
Grenada
Guatemala
Guinea
Guinea-Bissau
Guyana
Haiti
Honduras
Hungary
Iceland
India
Indonesia
Islamic Republic of Iran
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Kiribati
Kuwait
Kyrgyzstan
Lao People's Democratic Republic
Latvia
Lebanon
Lesotho
Liberia
Libyan Arab Jamahiriya
Liechtenstein
Lithuania
Luxembourg
Madagascar
Malawi
Malaysia
Maldives
Mali
Malta
Marshall Islands
Mauritania
Mauritius
Mexico
Monaco
Mongolia
Morocco
Mozambique
Myanmar
Namibia
Nauru
Nepal
Netherlands
New Zealand
Nicaragua
Niger
Nigeria
Norway
Oman
Pakistan
Palau
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Poland
Portugal
Qatar
Republic of Korea
Republic of Moldova
Romania
Russian Federation
Rwanda
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and the Grenadines
Samoa
San Marino
Sao Tome and Principe
Saudi Arabia
Senegal
Seychelles
Sierra Leone
Singapore
Slovakia
Slovenia
Solomon Islands
Somalia
South Africa
Spain
Sri Lanka
Sudan
Suriname
Swaziland
Sweden
Switzerland**
Syrian Arab Republic
Tajikistan
Thailand
The former Yugoslav Republic of Macedonia
Togo
Tonga
Trinidad and Tobago
Tunisia
Turkey
Turkmenistan
Tuvalu
Uganda
Ukraine
United Arab Emirates
United Kingdom of Great Britain and Northern Ireland
United Republic of Tanzania
United States of America
Uruguay
Uzbekistan
Vanuatu
Venezuela
Viet Nam
Yemen
Yugoslavia
Zambia
Zimbabwe

*Anticipated membership beginning in 2002

**Beginning in 2003

Sources:

- United Nations Cyber School Bus: www.un.org/Pubs/CyberSchoolBus/unintro/unintro.htm
- Images & Reality—Questions and Answers about the UN: www.un.org/geninfo/ir/ch6/ch6.htm
- United Nations Web site: www.un.org

Founding Documents

CHARTER OF THE UNITED NATIONS
PREAMBLE

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

- to practice tolerance and live together in peace with one another as good neighbours, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

CONSTITUTION OF THE UNITED STATES
PREAMBLE

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Lesson Two
International Law

One of the major functions of the United Nations is to act as a forum for the creation of international laws and treaties. Every member country strives to shape laws that strike a balance between its own national interests and those of the global community. In this lesson, students will investigate several major UN conventions and treaties to assess their relative costs and benefits to the United States interest, and will take a position on the level to which the U.S. should be committed to international law.

Procedure

1. Have the students watch the video segment entitled "International Law." (12 mins.) The questions that are addressed in this segment of the video are as follows:
   - What has the United Nations been doing to counter international terrorism prior to September 11?
   - What is the role of member states regarding UN treaties?
   - What does the UN ask member states to do about terrorism?
   - Why do we need international law?
   - What role does the U.S. play in international law?
   - How does the U.S. position on international law compare to that of other member states?
   - Why might Americans be reluctant to take part in international legal agreements?
   - What challenge do you offer the American people?
   - Why should the United States pay attention to international law in times like these?

2. Put the following quotation from Professor Abbott before the class:

   "In times of crisis, it usually becomes clear that international agreements are important tools of policy as well as constraints."

   Recalling what they heard in the video, ask students in what ways international agreements might be interpreted as tools? In what ways might they serve as constraints? Ask students whether this statement might be made about all laws.

Objectives

At the completion of this lesson, students will be able to:

- ◆ List several UN conventions and treaties;
- ◆ Describe ways in which international laws can be considered both tools and constraints in the conduct of foreign policy;
- ◆ Assess the relative costs and benefits to the U.S. for signing on to specific UN conventions;
- ◆ Outline the essential elements of the Security Council's counterterrorism resolution #1373;
- ◆ Evaluate whether the U.S. would benefit from a greater commitment to an international legal system.

Materials

Student Handouts 2A-2F
- ◆ Women's Rights
- ◆ Chemical Weapons
- ◆ Global Warming
- ◆ Landmines
- ◆ World Court
- ◆ Security Council
- ◆ Resolution 1373

Video Segment #2: International Law

Key Terms

Codify
Convention
Delegate
Multilateral
National Interest
Protocol
Ratify
Rule of Law
Signatory
Statute
Treaty
Tribunal
Unilateral

Use as an example a law prohibiting smoking in government buildings; this could be considered either useful or limiting, depending on one's circumstance. International laws and agreements are no different, except that Americans do not have exclusive control over their formulation or their enforcement. Therefore, some Americans fear that being a party to too many international conventions and treaties will cause the U.S. to lose some of its sovereignty.

3. Explain to students that U.S. involvement in UN conventions and treaties can take a number of forms. At the most basic level, the U.S. delegate to any convention can choose either to refuse to sign the resulting document based upon principled objections, or to sign the document, indicating philosophical agreement with its contents. Once a treaty has been signed, the U.S. Senate has the responsibility of voting on whether or not to ratify it. The highest level of commitment that the U.S. can make to any treaty is actually to incorporate the precepts of the treaty into U.S. domestic laws. This is known as codifying the international treaty.

4. Explain to students that they will now have an opportunity to look more closely at some of the international agreements referred to in the video and to assess whether signing on to them would serve the U.S. interest. Divide students into five groups and provide each group with a handout on a specific UN convention (Handouts 2A-2E). Ask each group to carefully read the summary of their convention and to identify ways in which it could serve as a tool of U.S. foreign policy and ways in which it could constrain U.S. efforts. *(NOTE: Students may have some difficulty with this exercise. Possible tools and constraints have been identified in the answer guide and could be used to help stimulate student thinking during their group work, if necessary.)* Explain that each group will need to select two spokespersons, one who will speak in favor of the U.S. signing on to the specific convention, and one who will oppose the U.S. signing the convention.

5. Allow each group two minutes to make its persuasive presentation—one minute in favor of the convention and one minute opposed. At the end of each group's presentation, ask the class to vote on whether the U.S. should sign on to that convention. Once all the groups have shared and the voting has taken place, compare the students' positions with those of the U.S. government. To date, the U.S. has signed only one of these conventions: the chemical weapons ban. Ask students to reflect generally on whether they think the U.S. government should be more willing to subject itself to international law or should continue to assert its sovereignty.

Homework

Ask students to inspect one additional UN document in more detail. Distribute copies of the UN Security Council's Resolution 1373, which was approved unanimously by the Security Council in the wake of the terrorist attacks on September 11, 2001 (Handout 2F). Ask the students to read this resolution carefully and answer the questions that follow.

BEST COPY AVAILABLE

Handout 2A

Women's Rights

Convention on the Elimination of All Forms of Discrimination against Women

Objectives

This convention, the most comprehensive treaty on women's human rights, establishes legally binding obligations to end discrimination. It provides for equality between women and men in the enjoyment of civil, political, economic, social, and cultural rights. The convention outlines ways to end discrimination against women by means of law, policy, and programs, as well as by temporary special measures to accelerate women's equality, which are defined as non-discriminatory (as with the International Convention on the Elimination of All Forms of Racial Discrimination).

Key Provisions

The convention demands that countries end all forms of discrimination against women, and guarantee their equality with men in political life and in public life, in issues involving nationality, education, employment, health, and economic and social benefits. It also requires countries to eliminate discrimination against women in marriage and family life, and to guarantee that women and men are treated equally before the law. Countries must consider the particular problems of women in rural areas, and the special roles these women play in the economic survival of the family.

The convention is the *only* human rights treaty that affirms women's reproductive rights. It also urges countries to modify social and cultural behaviors of men and women to eliminate prejudices, customs, and other practices based on ideas of the inferiority or superiority of either sex, or on stereotyped roles for men and women.

The convention establishes the Committee on the Elimination of Discrimination against Women as a monitoring body. The committee, made up of 23 independent experts, considers reports from countries and makes suggestions and general recommendations based on these reports. It directs suggestions to the United Nations system, and general recommendations to countries. As of May 2000, the committee had adopted 24 general recommendations on such issues as female circumcision, violence against women, and women and health.

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Chemical Weapons

Handout 2B

Convention on the Prohibition of the Development, Production, Stockpiling, and Use of Chemical Weapons and on Their Destruction

Objectives

The aim of this convention is to eliminate the possibility of the use of chemical weapons. It seeks to do this by implementing the convention's provisions and promoting free trade in chemicals, as well as international cooperation and exchange of scientific and technical information in the field of chemical activities, for purposes not prohibited under the convention.

Key Provisions

Each country that is party to this convention commits never to:

- develop, produce, acquire, stockpile, or retain chemical weapons, or transfer, directly or indirectly, chemical weapons to anyone
- use chemical weapons
- engage in any military preparations to use chemical weapons
- assist, encourage or induce anyone, in any way, to engage in any activity prohibited to a country that is party to this convention

In keeping with the provisions of the convention, each of these countries commits to

- destroy chemical weapons it owns or possesses, or are any place under its jurisdiction or control
- destroy all chemical weapons it abandoned on the territory of another country
- destroy any chemical weapons production facilities it owns or possesses, or that are located in any place under its jurisdiction or control

The convention is verified through a combination of three things:

- reporting requirements
- routine on-site inspections of declared sites
- challenge inspections

It affects not only the military sector, but also the civilian chemical industry worldwide, through restrictions on the production, processing, and consumption of chemicals relevant to the objectives of the convention. Controlled chemicals are classified in three lists or "schedules," subject to different levels of verification:

- Schedule 1 includes chemicals that have been or easily can be used as chemical weapons and which have few peaceful uses, if any
- Schedule 2 includes chemicals that are precursors to, or in some cases, can themselves be used as, chemical weapons agents, but have a number of other commercial uses (such as ingredients in insecticides, herbicides, lubricants, and some pharmaceutical products)
- Schedule 3 includes chemicals that can be used to produce chemical weapons or, in some cases, used as chemical weapons, but are widely used for peaceful purposes. (This includes use in herbicides, insecticides, paints, coatings, textiles, and lubricants).

The convention recognizes the prohibition, embodied in international law, of the use of herbicides as a method of warfare.

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Global Warming

Handout 2C

Kyoto Protocol to the United Nations Framework Convention on Climate Change

Objectives

This protocol has the ultimate objective to stabilize atmospheric concentrations of greenhouse gases at a level that will block dangerous human interference with the climate system. This level should be achieved in a time-frame that will:

- let ecosystems adapt naturally to climate change
- guarantee that food production is not threatened
- provide the means for economic development to advance in a sustainable way

Key Provisions

In keeping with the Kyoto Protocol, developed countries that are party to the convention commit to reduce their combined greenhouse gas emissions by at least 5 percent from 1990 levels by the period 2008-2012. The targets cover the six main greenhouse gases:

- carbon dioxide (CO_2)
- methane (CH_4)
- nitrous oxide (N_2O)
- hydrofluorocarbons (HFCs)
- perfluorocarbons (PFCs)
- sulfur hexafluoride (SF_6)

The targets also cover some activities in the land-use change and forestry sector that remove carbon dioxide from the atmosphere (carbon "sinks"). Each developed country that is party to the convention must make demonstrable progress in implementing its emission reduction commitments by 2005. Implementing the legally binding protocol commitments promises to reverse the upward trend in emissions from developed countries.

The Kyoto Protocol also creates three innovative mechanisms designed to help countries reduce the costs of meeting their emission targets:

- joint implementation
- emissions trading
- the clean development mechanism

The clean development mechanism also aims to promote sustainable development in developing countries. Countries that are party to the convention are now working out the operational details of these mechanisms.

The protocol lays out the procedure for communicating and reviewing information. The national communications of developed countries that are party to the convention must incorporate additional information needed to show that they are complying with their commitments under the protocol (in keeping with guidelines to be developed). That information will be reviewed by expert review teams, according to guidelines established by the Conference of the Parties. This is the ruling body that will regularly review and promote effective implementation of the UNFCCC and the Kyoto Protocol.

Countries party to the protocol must review it regularly in light of the best available scientific information on climate change and its impacts. A framework for a compliance system must be developed under the protocol.

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Landmines

Handout 2D

Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction

Objectives
The convention's objective is the unconditional ban of anti-personnel mines to end the suffering and casualties caused by these weapons.

Key Provisions
Each country that is party to this convention commits never to:

- use anti-personnel mines
- develop, produce, acquire, stockpile, or retain anti-personnel mines, or transfer, directly or indirectly, anti-personnel mines to anyone
- assist, encourage, or induce anyone, in any way, to engage in any activity prohibited to a country that is party to this convention

Each of these countries commits to destroy all stockpiled anti-personnel mines it has or controls within four years of entering the convention, and to destroy mines in mined areas within 10 years. If a country is unable to destroy all its anti-personnel mines, it may ask for an extension.

Countries are allowed to keep or transfer a number of anti-personnel mines only for the development of and training in mine detection, mine clearance, or mine destruction techniques, and to transfer anti-personnel mines for destruction.

Countries that are party to the convention commit to facilitate the fullest possible exchange of relevant equipment, material, and technological information; they have the right to participate in this exchange. Countries in a position to help with the care, rehabilitation, and social and economic reintegration of mine victims, mine clearance, and stockpile destruction, commit to do so. Countries may ask for help in developing a national de-mining program.

Each country that is party to the convention commits to what are called "transparency measures." No later than 180 days after entering the convention, the country must submit a report to the secretary-general on all of the following:

- national implementation measures
- stockpiles of mines
- location of all mined areas
- types and quantity of all anti-personnel mines kept or transferred
- status of program for converting and destroying stockpiles and mines in mined areas
- mines destroyed after the country's entry into the convention
- technical characteristics of mines
- measures to warn the population

After that first report, each country must update its report annually. Instead of a verification system with on-site challenge inspections, countries that are party to the convention must adopt a procedure to facilitate and clarify compliance.

Countries that are party to the convention must commit to take all appropriate measures (legal, administrative, and other) to prevent or stop people under its jurisdiction or control from any activity prohibited under the convention.

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World Court

Handout 2E

Rome Statute of the International Criminal Court

Objectives
The Rome Statute creates an international criminal court for the trials of people accused of crimes the international community considers the most serious. Its purpose is to establish a fair and just international criminal justice system, with competent and impartial judges and an independent prosecutor. Unlike a tribunal formed for a particular case, the court is a permanent institution. This guarantees that the international community can make immediate use of its services when atrocities occur, and deters perpetrators of such crimes.

Key Provisions
The statute establishes a court based at The Hague in the Netherlands and composed of the following: the presidency, an appeals division, a trial division, a pre-trial division, the office of the prosecutor, and the registry.

Its judges will be people of high moral character and integrity. When countries that are party to the statute select judges, they will consider the need for: representation of the world's principal legal systems, infrastructure facilities, equitable geographical distribution, fair representation of female and male judges.

The court is meant not to supersede national criminal jurisdictions, but to complement them. It will act only when national jurisdiction cannot or will not genuinely prosecute, or when the Security Council refers a case to the court. The court has jurisdiction over: the crime of genocide, crimes against humanity, war crimes, and the crime of aggression.

In keeping with the principle of legality, the statute specifies and defines crimes, such as: murder, extermination, drafting or enlisting children under the age of 15, attacks against United Nations personnel, rape, sexual slavery, forced prostitution, and forced pregnancy.

The statute applies equally to everyone, making no distinction based on official capacity. No one is exempt from criminal responsibility under the statute, whether a head of state or government, a member of government or parliament, an elected representative, or a government official.

Once a country ratifies or accedes to the statute, it accepts the court's jurisdiction. The court may exercise its jurisdiction over a specific case when either the country in which the crime was committed or the country of nationality of the accused is a party to the statute. A country that is not a party to the statute may accept the court's jurisdiction on a case-by-case basis.

The court can have jurisdiction over a crime referred to it by any of the following: a country that is party to the statute; the Security Council, acting under Chapter VII of the UN charter; or the prosecutor acting according to the statute.

The statute guarantees the accused due process and a fair trial, in keeping with general standards of international human rights. It also provides for the participation of victims in the proceedings, and for reparations to them. Finally, the statute provides for international cooperation and judicial assistance.

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Handout 2F

Security Council Resolution 1373

Adopted by the Security Council at its 4,385th meeting, on September 28, 2001

The Security Council,

Reaffirming its resolutions 1269 (1999) of 19 October 1999 and 1368 (2001) of 12 September 2001,

Reaffirming also its unequivocal condemnation of the terrorist attacks which took place in New York, Washington, DC and Pennsylvania on 11 September 2001, and expressing its determination to prevent all such acts,

Reaffirming further that such acts, like any act of international terrorism, constitute a threat to international peace and security,

Reaffirming the inherent right of individual or collective self-defence as recognized by the Charter of the United Nations as reiterated in resolution 1368 (2001),

Reaffirming the need to combat by all means, in accordance with the Charter of the United Nations, threats to international peace and security caused by terrorist acts,

Deeply concerned by the increase, in various regions of the world, of acts of terrorism motivated by intolerance or extremism,

Calling on States to work together urgently to prevent and suppress terrorist acts, including through increased cooperation and full implementation of the relevant international conventions relating to terrorism,

Recognizing the need for States to complement international cooperation by taking additional measures to prevent and suppress, in their territories through all lawful means, the financing and preparation of any acts of terrorism,

Reaffirming the principle established by the General Assembly in its declaration of October 1970 (resolution 2625 (XXV)) and reiterated by the Security Council in its resolution 1189 (1998) of 13 August 1998, namely that every State has the duty to refrain from organizing, instigating, assisting, or participating in terrorist acts in another State or acquiescing in organized activities within its territory directed towards the commission of such acts,

Acting under Chapter VII of the Charter of the United Nations,

1. *Decides* that all States shall:

    a) Prevent and suppress the financing of terrorist acts;

    b) Criminalize the willful provision or collection, by any means, directly or indirectly, of funds by their nationals or in their territories with the intention that the funds should be used, or in the knowledge that they are to be used, in order to carry out terrorist acts;

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c) Freeze without delay funds and other financial assets or economic resources of persons who commit, or attempt to commit, terrorist acts or participate in or facilitate the commission of terrorist acts; of entities owned or controlled directly or indirectly by such persons; and of persons and entities acting on behalf of, or at the direction of such persons and entities, including funds derived or generated from property owned or controlled directly by such persons and associated persons and entities;

d) Prohibit their nationals or any persons and entities within their territories from making any funds, financial assets, or economic resources or financial or other related services available, directly or indirectly, for the benefit of persons who commit or attempt to commit or facilitate or participate in the commission of terrorist acts, of entities owned or controlled, directly or indirectly, by such persons, and of persons and entities acting on behalf of or at the direction of such persons;

2. *Decides* also that all States shall:

a) Refrain from providing any form of support, active or passive, to entities or persons involved in terrorist acts, including by suppressing recruitment of members of terrorist groups and eliminating the supply of weapons to terrorists;

b) Take the necessary steps to prevent the commission of terrorist acts, including by provisions of early warning to other States by exchange of information;

c) Deny safe haven to those who finance, plan, support, or commit terrorist acts, or provide safe havens;

d) Prevent those who finance, plan, facilitate, or commit terrorist acts from using their respective territories for those purposes against other States or their citizens;

e) Ensure that any person who participates in the financing, planning, preparation, or perpetuation of terrorist acts or in supporting terrorist acts is brought to justice and ensure that, in addition to any other measures against them, such terrorist acts are established as serious criminal offences in domestic laws and regulations and that the punishment duly reflects the seriousness of such terrorist acts;

f) Afford one another the greatest measure of assistance in connection with criminal investigations or criminal proceedings relating to the financing or support of terrorist acts, including assistance in obtaining evidence in their possession necessary for the proceedings;

g) Prevent the movement of terrorists or terrorist groups by effective border controls on issuance of identity papers and travel documents, and through measures for preventing couterfeiting, forgery, or fraudulent use of identity papers and travel documents;

3. *Calls* upon all States to:

a) Find ways of intensifying and accelerating the exchange of operational information, especially regarding actions or movements of terrorist persons or networks; forged or falsified travel documents; traffic in arms, explosives, or sensitive materials; use of communications technologies by terrorist groups; and the threat posed by the possession of weapons of mass destruction by terrorist groups;

b) Exchange information in accordance with international and domestic law and cooperate on administrative and judicial matters to prevent the commission of terrorist acts;

c) Cooperate, particularly through bilateral and multilateral arrangements and agreements, to prevent and suppress terrorist attacks and take action against perpetrators of such acts;

d) Become parties as soon as possible to the relevant international conventions and protocols relating to terrorism, including the International Convention for the Suppression of the Financing of Terrorism of 9 December 1999;

e) Increase cooperation and fully implement the relevant international conventions and protocols relating to terrorism, and Security Council resolutions 1269 (1999) and 1368 (2001);

f) Take appropriate measures in conformity with the relevant provisions of national and international law, including international standards of human rights, before granting refugee status, for the purposes of ensuring that the asylum-seeker has not planned, facilitated, or participated in the commission of terrorist acts;

g) Ensure, in conformity with international law, that refugee status is not abused by the perpetrators, organizers, or facilitators of terrorist acts, and that claims of political motivation are not recognized as grounds for refusing requests for the extradition of alleged terrorists;

4. *Notes* with concern the close connection between international terrorism and transnational organized crime, illicit drugs, money-laundering, illegal arms-trafficking, and illegal movement of nuclear, chemical, biological, and other potentially deadly materials, and in this regard emphasizes the need to enhance coordination of efforts on national, subregional, regional, and international levels in order to strengthen a global response to this serious challenge and threat to international security;

5. *Declares* that acts, methods, and practices of terrorism are contrary to the purposes and principles of the United Nations and that knowingly financing, planning, and inciting terrorist acts are also contrary to the purposes and principles of the United Nations;

6. *Decides* to establish, in accordance with rule 28 of its provisional rules of procedure, a Committee of the Security Council, consisting of all the members of the Council, to monitor implementation of this resolution, with the assistance of appropriate expertise, and *calls upon* all States to report to the Committee, no later than 90 days from the date of adoption of this resolution and thereafter according to a timetable to be proposed by the Committee, on the steps they have taken to implement this resolution;

7. *Directs* the committee to delineate its tasks, submit a work programme within 30 days of the adoption of this resolution, and to consider the support it requires, in consultation with the Secretary-General;

8. *Expresses* its determination to take all necessary steps in order to ensure the full implementation of this resolution, in accordance with its responsibilities under the Charter;

9. *Decides* to remain seized of the matter.

Instructions

After carefully reading Security Council Resolution 1373, answer the following questions on a separate piece of paper:

1. What documents are referenced as a basis for this resolution?
2. What does this resolution call upon member states to do within their own borders?
3. What does this resolution call on member states to do cooperatively?
4. How will implementation of this resolution be overseen?
5. In what ways can this resolution be seen as a tool for the U.S. in the fight against terrorism?
6. What constraints might this resolution place on U.S. action?
7. On balance, does it serve U.S. interests to support this resolution? Why or why not?

Lesson Three
Peace and Security

Many Americans are familiar with the blue helmets of United Nations peacekeeping forces that are deployed to various hotspots around the world. Many people, however, do not know how UN military forces are organized and paid for, and are unfamiliar with their missions. In this lesson, students will access a variety of primary sources to learn how UN forces are formed, funded, and deployed. Students will also evaluate the level of U.S.-UN military cooperation, especially in reference to the counterterrorism campaign.

Procedure

1. Have students watch the video segment entitled "Peace and Security." (10 mins.) The questions that are addressed in this segment of the video are as follows:
    - What is the UN's position on the use of force in response to the September 11 attacks?
    - What's the UN's policy on the use of force?
    - How does the UN assemble its force?
    - Will the use of force against Afghanistan serve as a precedent for future attacks against other countries?
    - How do the attacks of September 11 differ from other attacks?
    - How do the costs of military action compare to those for humanitarian efforts?
    - Should U.S. forces fight under the guise of the UN in the campaign against terrorism?
2. Put the following quotation from Mr. Doyle before the class:

> *"When it comes to the enforcement end of it, the United Nations does not, as you know, have an army. It has a posse. It's like a sheriff who goes out on the front porch of a saloon and says we have an identified crisis, and he calls upon the member states to enforce the laws that have collectively been made in the international institutions of the UN."*

Objectives

At the completion of this lesson, students will be able to:

- Describe how UN peacekeeping forces are formed, funded, and deployed;
- Compare historic U.S. and UN troop deployments;
- Explain why U.S. forces do not work under UN command;
- Evaluate the appropriate roles for U.S. and UN forces in the counterterrorism campaign.

Materials

Materials for Learning Stations #1-5

1. Tasks for Station #1
    - United Nations Peacekeeping Q&A
    - Monthly Summary of Contributors to UN Forces
2. Tasks for Station #2
    - United Nations Peacekeeping Q&A
    - UN Peacekeeping Operations
3. Tasks for Station #3
    - United Nations Peacekeeping Q&A
    - Charter of the UN, Chapters 6 & 7
4. Tasks for Station #4
    - United Nations Peacekeeping Q&A
    - Budget of the UN
    - U.S. Department of Defense Annual Budget
5. Tasks for Station #5
    - United Nations Peacekeeping Q&A
    - U.S. Armed Forces Protection Act

Video Segment #3: Peace and Security

Key Terms

Deployment
Enforcement
Peacekeeping
Posse

Ask students what information they can extract about UN forces from this quote. What is the difference between an army and a posse? Explain that this lesson will try to clarify that distinction.

3. Divide students into five groups and send each to a learning station.

   (NOTE: The learning stations should be set up in advance and positioned as far from each other as possible to allow students to discuss their tasks without disturbing other groups. Ideally, each station would have a table on which students can work. Each station should provide the appropriate documents and the cover sheet with questions designed to guide student study of the documents.)

4. Allow each group five minutes to review the materials at its station and answer the questions. When time has elapsed, have the groups rotate to the next station. Make sure that students leave all materials at the station and take only their own notes with them. Repeat this procedure until each group has had five minutes at each learning station.

5. Starting with station #1, ask the group that finished there to share its answers to the questions with the class. Allow time for the other students to add other responses or offer alternative interpretations. Repeat this procedure for all five of the learning stations, ensuring that the students have a complete picture of the topic.

6. Once all groups have reported, ask some summative questions for general discussion, such as: Does the posse model that is currently in place work, or would a standing UN army be more effective? Should the bulk of U.S. troop action remain independent of the UN, or should the U.S. consider joining more actively in UN initiatives? What conditions might make joint U.S. and UN troop action more appealing to the U.S.?

7. Ask the students why, in the wake of the terrorist attacks of September 2001, the U.S. was so interested in forming a coalition rather than "going it alone". Wat are the benefits and drawbacks of working in coalition?

Homework

Ask students to write an essay or journal entry on what they think the appropriate roles should be for U.S. and UN forces in the counterterrorism campaign.

Extension Activity

Ask students to develop and administer a poll of other students in their school to determine their classmates' attitudes about the appropriate roles for the U.S. and the UN in the counterterrorism campaign. Have students report their findings to the class.

Tasks for Station #1

Please review the resources at this station and answer the following questions on a separate piece of paper.

- Which countries make the biggest contributions to UN forces? Would you consider these countries to be economic powers? Would you consider them political powers?

- How do the permanent members of the UN Security Council rank in terms of contributions? (*See UN Background Fact Sheet for a list of permanent members.*)

- The standing U.S. military force in 2001 was just over 2 million troops. How does that compare to the total UN forces? How might the size of UN forces affect their capacity to achieve their objectives?

Resources at this station include:

- *United Nations Peacekeeping Q&A (Who contributes personnel and equipment?)*

- *Monthly Summary of Contributors to UN Forces*

United Nations Peacekeeping
Q & A

Who contributes personnel and equipment?

All member states share the risk of maintaining peace and security. Since 1948, 123 nations have contributed military and civilian police personnel at various times.

As of October 31, 2000, 89 countries are contributors of almost 38,000 military and civilian police personnel. Of this number, the top five are: India (4,460), Nigeria (3,441), Jordan (3,400), Bangladesh (2,394), and Ghana (1,894). The small island nation of Fiji has taken part in virtually every UN peacekeeping operation, as has Canada. States that are not members of the UN also contribute. Switzerland*, for example, provides money, medical units, aircraft, and other equipment to peacekeeping.

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* Switzerland has voted to become a member as of 2003.

Source: www.un.org/Depts/dpko/dpko/ques.htm

Monthly Summary of Contributors to UN Forces

DECEMBER 2001

Country	Observers	Police	Troops	Total
Albania	1			1
Algeria	21			21
Argentina	12	160	462	634
Australia	27	93	1,409	1,529
Austria	16	110	377	503
Bangladesh	50	178	5,782	6,010
Belgium	12		5	17
Benin	23	28	3	54
Bolivia	10		203	213
Bosnia and Herzegovina	9	10		19
Brazil	15	11	74	100
Bulgaria	5	142	2	149
Burkina Faso	11			11
Cameroon		21	1	22
Canada	19	85	191	295
Chile	11	6	34	51
China	53	75	1	129
Côte d'Ivoire		1		1
Croatia	15			15
Czech Republic	18	26	1	45
Denmark	38	61	4	103
Egypt	57	130	75	262
El Salvador	2	1		3
Estonia	1			1
Fiji	7	49	788	844
Finland	37	37	5	79
France	45	196	242	483
Gambia	28	41	2	71
Germany	11	487	17	515
Ghana	49	273	2,140	2,462
Greece	10	14		24
Guinea	15		780	795
Honduras	12			12
Hungary	20	18	121	159
Iceland		6		6
India	32	636	2,215	2,883
Indonesia	25	27	7	59
Ireland	29	55	271	355
Italy	32	89	199	320
Japan			30	30
Jordan	48	808	1,864	2,720
Kenya	48	50	1,703	1,801
Kyrgyzstan	2	2		4
Lithuania		9		9

Country	Observers	Police	Troops	Total
Malawi	17	19		36
Malaysia	60	102	36	198
Mali	30	2	1	33
Morocco			618	618
Mozambique	4	1	10	15
Namibia	3	7	2	12
Nepal	34	119	968	1,121
Netherlands	12	53	3	68
New Zealand	16	9	667	692
Niger	11	15	2	28
Nigeria	52	95	3,321	3,468
Norway	23	48	7	78
Pakistan	71	379	5,102	5,552
Paraguay	18		1	19
Peru	5			5
Philippines	8	168	58	234
Poland	27	170	837	1,034
Portugal	4	213	931	1,148
Republic of Korea	14		459	473
Romania	40	88		128
Russian Federation	96	143	114	353
Samoa		33		40
Senegal	13	74	478	565
Singapore	7	40	86	133
Slovak Republic	4		593	597
Slovenia	2	17		19
South Africa	6		98	104
Spain	6	197	3	206
Sri Lanka		34		34
Sweden	42	90	1	133
Switzerland	20	14	1	35
Tanzania	20	2	3	25
Thailand	11	29	736	776
Tunisia	22	4	227	253
Turkey	14	182		196
Ukraine	27	255	1,254	1,536
United Kingdom	36	255	423	714
United States	42	707	1	750
Uruguay	69		785	854
Vanuatu		6		6
Venezuela	4			4
Zambia	31	42	838	911
Zimbabwe		85		85
TOTAL	**1,801**	**7,642**	**37,665**	**47,108**

Source: www.un.org/Depts/dpko/dpko/contributors/dec01.htm

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Tasks for Station #2

Please review the resources at this station and answer the following questions on a separate piece of paper.

- In what country has the UN had the longest peacekeeping presence?
- Identify three countries where UN peacekeeping operations have taken place that have also had U.S. forces deployed there.
- How do the tasks of peacekeepers differ from those that American soldiers typically have abroad?

Resources at this station include:

- *United Nations Peacekeeping Q&A (What is the scope of United Nations peacekeeping?)*
- *UN Peacekeeping Operations*

United Nations Peacekeeping
Q & A

What is the scope of United Nations peacekeeping?

Since 1948, there have been 54 United Nations peacekeeping operations. Forty-one of those operations have been created by the Security Council in the last 12 years. As of mid-2002, there are currently 15 UN peacekeeping operations in the field.

Peacekeeping initially developed as a means of dealing with inter-state conflict and involved the deployment of military personnel from a number of countries, under UN command, to help control and resolve armed conflict. Today, peacekeeping is increasingly applied to intra-state conflicts and civil wars. In recent years, peacekeeping tasks have become more varied and complex and, although military personnel remain the backbone of most peacekeeping operations, proportionately larger numbers of civilians work alongside military personnel.

Tasks range from keeping hostile parties peacefully apart to helping them work peacefully together. This means helping implement peace agreements, monitor ceasefires, create buffer zones, and, increasingly, creating political institutions, working alongside governments, non-governmental organizations, and local citizens' groups to provide emergency relief, demobilize former fighters and reintegrate them into society, clear mines, organize and conduct elections, and promote sustainable development.

UN peacekeeping is based on the principle that an impartial UN presence on the ground can ease tensions and allow negotiated solutions in a conflict situation. The first step, which often involves intense diplomatic efforts by the United Nations secretary-general, is to secure a halt to fighting and the consent of the parties before peacekeepers are deployed.

Source: www.un.org/Depts/dpko/dpko/ques.htm

UN Peacekeeping Operations
as of May 2002

AFRICA

Angola	1998-1999
Central African Republic	1998-2000
Chad/Libya	1960-1964
Congo	1960-1964 1999-Present
Ethiopia/Eritrea	2002-Present
Liberia	1993-1997
Mozambique	1992-1994
Namibia	1989-1990
Rwanda	1993-1996
Rwanda-Uganda	1993-1994
Sierra Leone	1988-Present
Somalia	1992-1995
Western Sahara	1991-Present

AMERICAS

Central America	1989-1992
Dominican Republic	1965-1996
El Salvador	1991-1995
Guatemala	1997
Haiti	1993-2000

ASIA

Afghanistan/Pakistan	1988-1990
Cambodia	1991-1993
East Timor	1999-2002
India/Pakistan	1949-Present
Tajikistan	1994-2000
West New Guinea	1962-1963

EUROPE

Bosnia and Herzegovina	1995-Present
Croatia	1995-Present
Cyprus	1964-Present
Former Yugoslavia	1992-1999
Georgia	1993-Present
Kosovo	1999-Present

MIDDLE EAST

Iran/Iraq	1988-1991
Iraq/Kuwait	1991-Present
Lebanon	1958 1978-Present
Middle East	1956-1967 1973-1979
Yemen	1963-1964

Source: www.un.org/Depts/dpko/dpko/ops.htm

Tasks for Station #3

Please review the resources at this station and answer the following questions on a separate piece of paper.

- What is the distinction between peacekeeping and enforcement?
- What UN body is responsible for coordinating responses to conflict situations?
- Under what circumstances can the UN support the use of force? What are the preferred means of dispute settlement?

Resources at this station include:

- *United Nations Peacekeeping Q&A (Is enforcement action the same as peacekeeping?)*
- *Charter of the United Nations, Chapter VI*
- *Charter of the United Nations, Chapter VII*

United Nations Peacekeeping Q & A

Is enforcement action the same as peacekeeping?

The two should not be confused.

UN peacekeeping has traditionally relied on the consent of opposing parties and involves the deployment of peacekeepers to implement an agreement approved by those parties. In the case of enforcement action, the Security Council gives member states the authority to take all necessary measures to achieve a stated objective. Consent of the parties is not necessarily required.

Enforcement action has been used in very few cases. Examples include the Gulf War, Somalia, Rwanda, Haiti, Bosnia and Herzegovina, Albania, and East Timor. These enforcement operations are not under UN control. Instead, they are directed by a single country or group of countries. The international force authorized by the Security Council for East Timor in 1999, for example, was led by Australia and consisted of troops from 22 member states. In Bosnia and Herzegovina, a NATO-led multinational force succeeded the UN peacekeeping operation in 1995. And in Kosovo, the council authorized an international security presence in June 1999; that presence is led by NATO and works alongside the United Nations Interim Mission in Kosovo, a UN peacekeeping operation.

The UN Charter provisions on the maintenance of international peace and security are the basis for both peacekeeping and enforcement action.

Source: www.un.org/Depts/dpko/dpko/ques.htm

Charter of the United Nations

CHAPTER VI

PACIFIC SETTLEMENT OF DISPUTES

Article 33

1. The parties to any dispute, the continuance of which is likely to endanger the maintenance of international peace and security, shall, first of all, seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of their own choice.
2. The Security Council shall, when it deems necessary, call upon the parties to settle their dispute by such means.

Article 34

The Security Council may investigate any dispute, or any situation which might lead to international friction or give rise to a dispute, in order to determine whether the continuance of the dispute or situation is likely to endanger the maintenance of international peace and security.

Article 36

1. The Security Council may, at any stage of a dispute of the nature referred to in Article 33 or of a situation of like nature, recommend appropriate procedures or methods of adjustment.
2. The Security Council should take into consideration any procedures for the settlement of the dispute which have already been adopted by the parties.
3. In making recommendations under this Article the Security Council should also take into consideration that legal disputes should as a general rule be referred by the parties to the International Court of Justice in accordance with the provisions of the Statute of the Court.

Article 37

1. Should the parties to a dispute of the nature referred to in Article 33 fail to settle it by the means indicated in that Article, they shall refer it to the Security Council.
2. If the Security Council deems that the continuance of the dispute is in fact likely to endanger the maintenance of international peace and security, it shall decide whether to take action under Article 36 or to recommend such terms of settlement as it may consider appropriate.

Article 38

Without prejudice to the provisions of Articles 33 to 37, the Security Council may, if all the parties to any dispute so request, make recommendations to the parties with a view to a pacific settlement of the dispute.

Charter of the United Nations

CHAPTER VII

ACTION WITH RESPECT TO THREATS TO THE PEACE, BREACHES OF THE PEACE, AND ACTS OF AGGRESSION

Article 39

The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security.

Article 40

In order to prevent an aggravation of the situation, the Security Council may, before making the recommendations or deciding upon the measures provided for in Article 39, call upon the parties concerned to comply with such provisional measures as it deems necessary or desirable. Such provisional measures shall be without prejudice to the rights, claims, or position of the parties concerned. The Security Council shall duly take account of failure to comply with such provisional measures.

Article 41

The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations.

Article 42

Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations.

Article 43

1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.
2. Such agreement or agreements shall govern the numbers and types of forces, their degree of readiness and general location, and the nature of the facilities and assistance to be provided.
3. The agreement or agreements shall be negotiated as soon as possible on the initiative of the Security Council. They shall be concluded between the Security Council and Members or between the Security Council and groups of Members and shall be subject to ratification by the signatory states in accordance with their respective constitutional processes.

Article 44

When the Security Council has decided to use force it shall, before calling upon a Member not represented on it to provide armed forces in fulfilment of the obligations assumed under Article 43, invite that Member, if the Member so desires, to participate in the decisions of the Security Council concerning the employment of contingents of that Member's armed forces.

Article 45

In order to enable the United Nations to take urgent military measures, members shall hold immediately available national air-force contingents for combined international enforcement action. The strength and degree of readiness of these contingents and plans for their combined action shall be determined within the limits laid down in the special agreement or agreements referred to in Article 43, by the Security Council with the assistance of the Military Staff Committee.

Article 46

Plans for the application of armed force shall be made by the Security Council with the assistance of the Military Staff Committee.

Article 48

1. The action required to carry out the decisions of the Security Council for the maintenance of international peace and security shall be taken by all the Members of the United Nations or by some of them, as the Security Council may determine.
2. Such decisions shall be carried out by the Members of the United Nations directly and through their action in the appropriate international agencies of which they are members.

Article 49

The Members of the United Nations shall join in affording mutual assistance in carrying out the measures decided upon by the Security Council.

Article 50

If preventive or enforcement measures against any state are taken by the Security Council, any other state, whether a Member of the United Nations or not, which finds itself confronted with special economic problems arising from the carrying out of those measures shall have the right to consult the Security Council with regard to a solution of those problems.

Article 51

Nothing in the present Charter shall impair the inherent right of individual or collective self-defence if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defence shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security.

Tasks for Station #4

Please review the resources at this station and answer the following questions on a separate piece of paper.

- How does the UN peacekeeping budget compare to the humanitarian budget? Why do you think this is the case?
- Why might UN peacekeeping budgets vary from year to year?
- How does the U.S. defense budget compare to the UN peacekeeping budget?

Resources at this station include:

- *United Nations Peacekeeping Q&A (How much does it cost?)*
- *Budget of the United Nations*
- *U.S. Department of Defense Annual Budget*

United Nations Peacekeeping
Q & A

How much does it cost?

Annual cost of UN peacekeeping personnel and equipment peaked at $3.6 billion in 1993, reflecting the expense of operations in the former Yugoslavia and Somalia. Peacekeeping costs fell in 1996 and 1997, to $1.4 billion and some $1.3 billion, respectively. By 1998, costs had dropped to just under $1 billion. With the resurgence of larger-scale operations, costs for UN peacekeeping rose to $1.7 billion in 1999 and were estimated at about $2.6 billion for the year 2000.

All member states are obligated to pay their share of peacekeeping costs under a formula adopted by the UN General Assembly. As of December 31, 2001, however, member states owed $1.9 billion in current and back peacekeeping dues.

Source: www.un.org/Depts/dpko/dpko/ques.htm

Budget of the United Nations

For 2000-01, the appropriation for the regular budget of the United Nations (i.e., excluding the bulk of office and programs, as well as the specialized agencies and other associated bodies), as initially approved in 1999, totaled $2,535,689,200, divided into 13 main categories (in U.S. dollars):

1.	Overall policymaking, direction, and coordination	$473,645,300
2.	Political affairs	231,586,300
3.	International justice and law	55,386,800
4.	International cooperation for development	268,767,900
5.	Regional cooperation for development	347,230,400
6.	Human rights and humanitarian affairs	123,613,100
7.	Public information	143,605,500
8.	Common support services	441,857,400
9.	Internal oversight	19,220,600
10.	Jointly financed activities and special expenses	60,845,500
11.	Capital expenditures	42,617,400
12.	Staff assessment	314,248,000
13.	Development account	13,065,000
	TOTAL	**$2,535,689,200**

Source: *Basic Facts About the United Nations*, UN Department of Public Information, 2000

U.S. Department of Defense Annual Budget

as of July 3, 2000

Excerpted from the U.S. Department of Defense website:

It costs a lot to run the nation's largest, busiest and—we think—most successful company. Our annual budget is approximately $280 billion. About half of that goes for salaries; one-quarter for operating and maintaining our force, from bullets to butter; a sixth to buying material, everything from tanks to planes; and most of the last sixth to research and development.

Post-Cold War effect

The end of the Cold War has challenged us to do more with less, and we have met that challenge head on by effectively downsizing our personnel and redirecting our assets. In the last 10 years, we have lost a quarter of our budget and more than a third of our full-time positions but we've only closed 10 percent of our military bases. That's why we need to cut even more infrastructure.

Our shrinking share

Since 1985, the defense budget has been shrinking in terms of both government spending and the nation's wealth as measured by gross domestic product.

Since 1989, these reductions equate to...

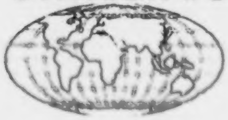
Our drop in spending is reflected in the forces we have lost since the end of the Cold War. Since 1989, we have decommissioned enough ships, stood down enough combat divisions, and grounded enough flying units to make a formidable foe.

- 1 million regulars and reservists
- 8 Army divisions
- 7,800 main battle tanks
- 960 combat aircraft
- 211 strategic bombers
- 450 long-range ballistic missiles
- 4 aircraft carriers
- 42 submarines

Proposed budget increases

Because we can no longer do more with less, we have asked Congress to increase our budget by $109 billion over the next six years to improve the quality of life for our troops, to enhance our ability to rapidly deploy forces, and to modernize. Better pay for civilians, more base construction, and more dollars for research are also part of this initiative.

Source: www.defenselink.mil/pubs/dod101/budget.html



Tasks for Station #5

Please review the resources at this station and answer the following questions on a separate piece of paper.

- Who has authority over UN peacekeepers?
- What concerns does H.R. 3308 express about putting U.S. troops under UN command?
- If you were a United States Senator, would you vote for H.R. 3308? Why or why not?

Resources at this station include:

- *United Nations Peacekeeping Q&A (Who is in charge?)*
- *H.R. 3308: The United States Armed Forces Protection Act of 1996*

United Nations Peacekeeping
Q & A

Who is in charge?

Although peacekeeping is not specifically mentioned in the United Nations Charter, the Charter gives the Security Council primary responsibility for the maintenance of international peace and security. The council creates and defines peacekeeping missions. Its five permanent members—China, France, Russia, the United Kingdom, and the United States—can veto any decision on peacekeeping operations.

The secretary-general directs and manages UN peacekeeping operations and reports to the council on a mission's progress. Through the Department of Peacekeeping Operations, the secretary-general formulates policies and procedures and makes recommendations on the establishment of new missions and on the functioning of ongoing missions.

Soldiers on UN peacekeeping missions do not swear allegiance to the United Nations. Governments that volunteer military and civilian police personnel carefully negotiate the terms of their participation. They retain ultimate authority over their own military forces serving under the UN flag, including disciplinary and personnel matters. Peacekeeping soldiers wear their own national uniforms. To identify themselves as peacekeepers, they also wear blue berets or helmets and the UN insignia.

Source: www.un.org/Depts/dpko/dpko/ques.htm

104th CONGRESS
2d Session
H.R. 3308
IN THE SENATE OF THE UNITED STATES
September 6, 1996

AN ACT

To amend title 10, United States Code, to limit the placement of United States forces under United Nations operational or tactical control, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the 'United States Armed Forces Protection Act of 1996'.

SECTION 2. FINDINGS AND CONGRESSIONAL POLICY.

(a) FINDINGS – Congress finds as follows:

(1) The President has made United Nations peace operations a major component of the foreign and security policies of the United States.
(2) The President has committed United States military personnel under United Nations operational control to missions in Haiti, Croatia, and Macedonia that could endanger those personnel.
(3) The President has deployed over 22,000 United States military personnel to the former Yugoslavia as peacekeepers under NATO operational control to implement the Dayton Peace Accord of December 1995.
(4) Although the President has insisted that he will retain command of United States forces at all times, in the past this has meant administrative control of United States forces only, while operational control has been ceded to United Nations commanders, some of whom were foreign nationals.
(5) The experience of United States forces participating in combined United States-United Nations operations in Somalia, and in combined United Nations-NATO operations in the former Yugoslavia, demonstrate that prerequisites for effective military operations such as unity of command and clarity of mission have not been met by United Nations command and control arrangements.
(6) Despite the many deficiencies in the conduct of United Nations peace operations, there may be unique occasions when it is in the national security interests of the United States to participate in such operations.

(b) POLICY – It is the sense of Congress that—

(1) the President should fully comply with all applicable provisions of law governing the deployment of the Armed Forces of the United States to United Nations peacekeeping operations;
(2) the President should consult closely with Congress regarding any United Nations peace operation that could involve United States combat forces and that such consultations should continue throughout the duration of such activities;
(3) the President should consult with Congress before a vote within the United Nations Security Council on any resolution which would authorize, extend, or revise the mandate for any such activity;
(4) in view of the complexity of United Nations peace operations and the difficulty of achieving unity of command and expeditious decisionmaking, the United States should participate in such operations only when it is clearly in the national security interest to do so;
(5) United States combat forces should be under the operational control of qualified commanders and should have clear and effective command and control arrangements and rules of engagement (which do not restrict their self-defense in any way) and clear and unambiguous mission statements; and
(6) None of the Armed Forces of the United States should be under the operational control of foreign nationals in United Nations Peace enforcement operations except in the most extraordinary circumstances.

Lesson Four
Humanitarian Affairs

One of the roles for which the United Nations is best known is as provider of humanitarian assistance. In this lesson, students will research the work of several of the UN's humanitarian agencies, and will formulate an action plan for addressing the many humanitarian needs that currently exist in Afghanistan.

Procedure

1. Explain to the students that today they will focus on humanitarian aspects of the UN's work and will use the crisis in Afghanistan as a case study to understand what type of humanitarian work the UN performs.

2. Have students watch the portion of the video entitled "Humanitarian Issues." (11 mins.) The questions that are addressed in this segment of the video are as follows:

   - What is the UN doing about the humanitarian crisis in Afghanistan?
   - Was there broad international support for humanitarian efforts in Afghanistan prior to September 11?
   - How does the UN address some of the causes of terrorism?
   - What is the UN's role in international humanitarian efforts?
   - What is the UN doing about landmines in Afghanistan?
   - What is the UN doing for women in Afghanistan?
   - Why should we support women's rights in Afghanistan?
   - What might be some of the causes of terrorism?
   - Is there a connection between poverty and terrorism?
   - What strategy should we employ in the fight against terrorism?
   - Can education help to combat terrorism?
   - Will the UN's humanitarian work continue [in countries besides Afghanistan]?

Objectives

At the completion of this lesson, students will be able to:

- ◆ List some humanitarian issues the UN seeks to address;
- ◆ Identify several of the major UN agencies involved in providing humanitarian aid;
- ◆ Assess the humanitarian crisis in Afghanistan to identify which services are needed and which UN bodies might provide them;
- ◆ Develop an action plan for addressing the humanitarian crisis in Afghanistan.

Materials

Student Handouts 4A-4F
- ◆ World Food Programme
- ◆ United Nations Mine Action
- ◆ United Nations High Commissioner for Refugees
- ◆ United Nations Children's Fund
- ◆ World Health Organization
- ◆ United Nations Educational, Scientific, and Cultural Organization

Video Segment #4: Humanitarian Affairs

Key Terms

Humanitarian
Refugees

3. Put the following quotation from Assistant Secretary-General Sorensen before the class:

   "The UN has long been involved in development issues and addressing poverty—the causes of poverty—and education, particularly education of girls, trying to create societies that are stable, that are strong, where people have a sense of hope and opportunity and freedom."

   Based on their understanding from this and other quotations from the video, ask students to list some of the contributing factors of terrorism that were identified. Record this list on the board.

4. Divide students into six groups of equal size. Provide each group with background information on one UN agency that provides humanitarian relief (Handouts 4A-4F). Have each group read its description and discuss it among themselves to ensure that all members of the group understand the function of that agency. Ask the students to identify which population their agency works with, what issues it addresses, and what type of work it does. It is crucial that each student take individual notes to ensure readiness to serve as an "expert" in the next step of the activity.

5. Reassign the students into five new "expert groups." At least one member of each of the original groups should be present in each expert group so that all agencies are represented. Each of the experts should quickly explain his/her agency and its responsibilities to the rest of the group.

6. Keep students in their expert groups but have them turn their attention to the blackboard for a moment. Review with them the humanitarian situation in Afghanistan, listing on the board the major issues that are present (e.g., drought, armed conflict, refugees, lack of access to education, human rights abuses, unstable government, etc.). Refer to the list of factors contributing to terrorism that the class developed earlier, noting for students the similarities between the two lists.

7. Ask each expert group to develop an action plan to address the crisis in Afghanistan. Students should assess the services that each agency could provide, then decide what should be done and how. Ask them to identify the following:
   - What do they see as the most important issue to be addressed?
   - What action should be taken immediately to address the issue?
   - Which UN agencies should take action?
   - Who will benefit from this action? Will anyone be harmed by this action?
   - What longer-term or follow-up actions might be required?
   - Are there additional needs that don't fit into any of the jobs of these particular agencies?

8. Have each group write up its plans and post them around the room for other students to review.

Homework
Ask each student to investigate one other area of the world in which his/her agency has done work. Have students write a brief description of the problem that was being addressed and the action that the UN agency took.

Handout 4A

World Food Programme (WFP)

Set up in 1963, the World Food Programme is the United Nations frontline agency in the fight against global hunger. In 2000, WFP fed 83 million people in 83 countries, including most of the world's refugees and internally displaced people.

Mission

As the food aid arm of the UN, WFP uses its food to:

- meet emergency needs
- support economic and social development
- provide the logistics support necessary to deliver food

The agency also works to put hunger at the centre of the international agenda, promoting policies, strategies, and operations that directly benefit the poor and hungry.

The World Food Programme helps:

- Victims of natural disasters like the Mozambique floods in 2000 or Hurricane Mitch, which affected one million people in Honduras, Nicaragua, El Salvador, and Guatemala in October 1998.
- Refugees and internally displaced persons in places like Kosovo and Sierra Leone.
- The world's hungry poor, trapped in a twilight zone between poverty and malnutrition.

WFP also believes that women are the first solution to hunger and poverty. Women not only cook food. They sow, reap, and harvest it. Yet in many developing countries, they eat last and least.

WFP is the world's largest international food aid organisation combating hunger in underdeveloped nations with severe food shortages. The frontline stretches from sub-Saharan Africa and the Middle East to Latin America and Asia and the Pacific.

How Does WFP Fight Hunger?

- Rescue: WFP stands on a permanent state of alert, ready to mobilise food aid for delivery to natural and man-made disaster areas.
- Rapid Reaction: WFP's rapid response team draws up contingency plans designed to move food and humanitarian aid into disaster areas quickly.
- Rehabilitation: WFP food aid also serves as a means to get disaster-affected regions back on their feet.
- Deterrence: Malnutrition gnaws away at the most valuable asset in any country's development: its children and its workers. Food aid is one of the most effective deterrents against long-term poverty.

WFP works closely with the other members of the UN family, governments, and NGOs (non-governmental organizations), offering its logistics expertise to guarantee the delivery of all kinds of humanitarian aid. WFP kick-starts development by paying workers with rations to build vital infrastructure and offering children food aid as a reward for going to school.

Afghanistan

After three successive years of drought and a rapid fall in grain production in the past several years, Afghanistan meets less than half of its national grain requirements. Military operations have exacerbated food shortages, stopping farmers from planting.

Since October 2001, WFP has provided food aid to approximately 6.6 million people in Afghanistan. WFP is shifting the focus of its operations from relief to rehabilitation. To do this, WFP started an operation which will continue to deliver emergency food aid but also help lay the foundations for rebuilding a country devastated by three years of drought and more than two decades of conflict.

WFP will introduce a series of innovative projects with particular emphasis on education, health, and the agricultural sector. The projects are designed to address the major challenges facing the government as its people look to re-establish their shattered livelihoods and build a future for their country.

- Civil servants: WFP will help get Afghanistan's decimated civil service up and running again by providing short-term food rations to employees, whose salaries are currently among the lowest in the world.
- Women: food aid will be given to women for attending non-formal education, while WFP will expand its successful women-only bakery projects beyond Kabul and Mazar-I-Sharif.
- Farmers: 85 percent of Afghanistan's 24 million people depend on agriculture for survival, but the three-year drought continues; WFP will pay farmers with food to rehabilitate irrigation systems.
- Children and education: school-feeding projects will be expanded to one million students; food at school encourages children's attendance and addresses hunger to facilitate successful learning.
- Infrastructure: under food-for-work schemes, WFP will 'pay' workers to reconstruct their country's decimated schools, hospitals, roads, and bridges.
- Resettlement: WFP plans to help hundreds of thousands of Afghans displaced by war and drought get back to their villages in time to plant crops.

The new operation will also address Afghanistan's short-term as well as its long-term food needs. With the three-year drought continuing, hundreds of thousands of people still require emergency food aid. To address their hunger, WFP will build on the success of its operation launched in October 2001. By delivering more than 370,000 tons of food aid in late 2001-early 2002, the agency successfully averted a famine.

Source: www.wfp.org

Handout 4B

United Nations Mine Action

United Nations Mine Action is the response of the United Nations system to the global landmine and unexploded ordnance (UXO) problem. The United Nations has been involved in humanitarian mine action activities since 1989, when a mine action program was initiated in Afghanistan. In recognition of the scope of the landmine problem and of the range of expertise required to address it, 11 United Nations departments and agencies are now involved in humanitarian mine action. They work under the overall coordination of the United Nations Mine Action Service (UNMAS) and share the common vision of a world safe from the threat of landmines, where economic and social development can occur free from the constraints imposed by landmine contamination, and where the needs of mine victims are addressed.

United Nations mine action includes five core components:
- Mine clearance
- Mine awareness and risk reduction education
- Victim assistance
- Advocacy in support of a total ban on antipersonnel landmines
- Stockpile destruction

Activities in these areas are implemented at both the global level and at the field level, where assistance programmes are now ongoing in 30 affected countries.

Types of UN Interventions

Global Coordination

At the global level, the role of the United Nations is primarily one of coordination through the development of guidelines and standards, the collection and dissemination of appropriate information, and the mobilisation of financial and technical resources. These responsibilities are carried out with the support of, and in partnership with various governments, non-governmental organisations (NGOs), and international organisations, including the Geneva International Centre for Humanitarian Demining.

Emergency Relief Operations

Both in open conflict and emergencies short of war, humanitarian assistance may be delayed or prevented by the presence of mines and UXO, and relief workers face a number of security risks. In those situations, the United Nations becomes directly involved in the delivery of mine action assistance, developing the appropriate coordination mechanisms and supporting the implementation of mine awareness and priority clearance activities. Emergency operations have been undertaken in such regions as Afghanistan, Angola, Northern Iraq, and Kosovo (Former Republic of Yugoslavia).

Peacekeeping Operations

The inclusion of mine action is now a regular feature in Security Council Mandates for Peacekeeping Operations. In the immediate aftermath of a conflict, emphasis is given to mine action in support of both peacekeeping tasks and humanitarian activities. Mine Action Centers sponsored by the United Nations may be established to conduct a broad range of activities, including marking of hazardous areas, clearance activities, and technical surveys, and mine awareness targeted to high-risk communities.

Reconstruction and Development
Within the UN system, the United Nations Development Programme (UNDP) is responsible for assisting governments in developing sustainable mine action capacities to support reconstruction and development. The emphasis of long-term programmes is on building an indigenous capacity to address landmine and UXO contamination, including the establishment of a national mine action authority and the identification of appropriate funding mechanisms.

Mine awareness activities are usually implemented by the United Nations Children's Fund.

Afghanistan
The prolific and indiscriminate use of mines has been one of the most brutal aspects of the protracted Afghan conflict. Years of fighting have left Afghanistan with perhaps the greatest level of mine/UXO contamination in the world. Both conventional and guerrilla forces used mines extensively to defend military positions, force populations off the land, block access routes, and harass opponents. In many cases, modern area-delivery systems were used to scatter these mines, including by helicopter, fixed-wing aircraft, and artillery.

Prior to the recent hostilities, it had been estimated that the area remaining contaminated by landmines was more than 700 square kilometres throughout the country. Of this area, some 300 sqare kilometres was assessed to be high priority land, including important residential zones, commercial areas, roads, irrigation systems, and primary production areas.

As a result of recent military operations, additional threats must now be considered, including newly laid mines, thousands of items of unexploded ordnance from coalition weapons, including cluster bombs and debris from bombed ammunition depots, which have spread items of unexploded ordnance. The limited data that is available suggests that landmine casualties may be as high as 150 to 300 per month. In addition to the substantial number of civilian victims, millions of Afghan refugees are reluctant to repatriate while the threat of mines and UXO exists. The primarily agrarian economy of the country cannot be rehabilitated until contaminated land is cleared, and mine casualties place an enormous strain on the already overburdened hospital system. Additionally, vital emergency and assistance aid is hindered by the presence of mines and UXO.

The Mine Action Programme for Afghanistan (MAPA) commenced operations in 1989 and has grown to a workforce of more than 4,700 Afghan personnel. This program plans, manages, and oversees all mine action activities for Afghanistan. It also provides technical support and ensures the proper integration of mine action into the wider humanitarian assistance programme to the country. NGOs implement most of the physical activities associated with mine action, including awareness, technical training, survey, and clearance.

MAPA operations were severely restricted by the conflict in late 2001. Damage from airstrikes, widespread looting, and the safety threat to mine action personnel forced MAPA to significantly curtail operations temporarily. The threat from new types of unexploded ordnance resulting from coalition military action has required a large-scale program of deminer retraining, while the MAPA has been required to develop and implement a comprehensive response to the emergency situation.

The long-term objective of MAPA is to provide conditions throughout Afghanistan that permit people to go about their lives freely without the threat of explosive devices (mines and UXO), and to allow reconstruction and development activities to be carried out in a safe environment.

Afghanistan is not a party to any of the international instruments dealing with landmines.

Source: www.mineaction.org

Handout 4C

United Nations High Commissioner for Refugees (UNHCR)

UNHCR, the United Nations refugee organization, is mandated by the United Nations to lead and coordinate international action for the worldwide protection of refugees and the resolution of refugee problems. UNHCR's primary purpose is to safeguard the rights and well-being of refugees. UNHCR strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another state, and to return home voluntarily. By assisting refugees to return to their own country or to settle in another country, UNHCR also seeks lasting solutions to their plight.

To protect refugees and to promote solutions, UNHCR seeks to reduce situations of forced displacement by encouraging states and other institutions to create conditions that are conducive to the protection of human rights and the peaceful resolution of disputes. In pursuit of the same objective, UNHCR actively seeks to consolidate the reintegration of returning refugees in their country of origin, thereby averting the recurrence of refugee-producing situations.

UNHCR offers protection and assistance to refugees and others in an impartial manner, on the basis of their need and irrespective of their race, religion, political opinion, or gender. In all of its activities, UNHCR pays particular attention to the needs of children and seeks to promote the equal rights of women and girls.

In its efforts to protect refugees and to promote solutions to their problems, UNHCR works in partnership with governments, regional organizations, and international and non-governmental organizations. UNHCR is committed to the principle of participation by consulting refugees on decisions that affect their lives.

By virtue of its activities on behalf of refugees and displaced people, UNHCR also promotes the purposes and principles of the United Nations Charter: maintaining international peace and security, developing friendly relations among nations, and encouraging respect for human rights and fundamental freedoms.

History

The United Nations High Commissioner for Refugees was established by the UN General Assembly in 1950. The agency was given a three-year mandate to help resettle 1.2 million European refugees left homeless by World War II. But as refugee crises mushroomed around the globe, its mandate was extended every five years. Today, UNHCR is one of the world's principal humanitarian agencies, its staff of more than 5,000 personnel helping 21.8 million people in more than 120 countries. It has an annual budget of more than $1 billion. During its half century of work, the agency has provided assistance to at least 50 million people, earning two Nobel Peace Prizes in 1954 and 1981.

UNHCR at Work

A refugee is legally defined as someone who is outside his/her country because of a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group, and who cannot or does not want to return home. As a humanitarian, non-political organization, UNHCR has two basic and closely related aims—to protect refugees and to seek ways to help them restart their lives in a normal environment. Refugees have lost their homes, jobs, community, and often family. They need temporary help until they can re-establish their lives. The great majority of refugees want to return to their own homes once the situation there normalizes.

There are millions of people in similar desperate circumstances who do not legally qualify as refugees and are therefore not eligible for normal relief or protection. Increasingly, UNHCR has provided assistance to some of these groups. Globally, there are an estimated 20-25 million internally displaced persons (IDPs), people who have fled their homes, generally during a civil war, but have stayed in their home countries rather than seeking refuge abroad. UNHCR helps 6.4 million IDPs, but as the new millennium began, an international debate was under way on how the humanitarian community could provide more sustained and comprehensive assistance to this group.

International Protection

International protection is the cornerstone of the agency's work. In practice that means ensuring respect for a refugee's basic human rights and ensuring that no person will be returned involuntarily to a country where he or she has reason to fear persecution. UNHCR's main role in pursuing international protection is to ensure that states are aware of, and act on, their obligations to protect refugees and persons seeking asylum. These obligations are outlined in the 1951 Geneva Convention, the main international instrument of refugee law. UNHCR staff work in a variety of locations ranging from capital cities to remote camps and border areas, attempting to provide the above mentioned protection and to minimize the threat of violence, including sexual assault, which many refugees are subject to, even in countries of asylum.

Emergency Relief. Protection and material relief are interrelated. UNHCR can only offer effective legal protection if a person's basic needs—shelter, food, water, sanitation, and medical care—are also met. The agency therefore coordinates the provision and delivery of such items and has designed specific projects for vulnerable women, children, and the elderly who make up 80 percent of a "normal" refugee population.

Averting Disaster. While UNHCR has strengthened its ability to handle major emergencies, it devotes more resources to trying to avert these crises by anticipating and preventing huge population movements from global trouble spots. One approach is to put in place a so-called early warning system—establishing an international monitoring presence to confront problems before conflict breaks out.

Long-Term Solutions

UNHCR seeks long-term or "durable" solutions by helping refugees repatriate to their homeland if conditions warrant, by helping them to integrate in their countries of asylum, or to resettle in third countries.

- Repatriation: Many countries remain willing to help people fleeing conflict, but only on a temporary basis. Also, the great majority of today's refugees would themselves prefer to return home once the situation stabilizes. UNHCR encourages voluntary return by providing transportation, financial incentives, and practical help such as seeds, farming equipment, and building materials.
- Resettlement: Voluntary repatriation is the preferred long-term solution for the majority of refugees. However, because of an ongoing threat of persecution or other reasons, some civilians cannot repatriate and are unable to live permanently in their country of asylum. In those circumstances, resettlement in a third country may be the only feasible option.

Afghanistan

Afghanistan has been embroiled in conflict for the last 21 years and despite the return of more than 4.6 million refugees, there are still some 4 million Afghans outside their homeland, while another 1.2 million people are displaced due to the civil war and drought inside the country. Afghans constitute the largest single refugee population of concern to UNHCR.

In the wake of the terrorist attacks on the United States on September 11, 2001, and the resulting unrest in Afghanistan, many more people fled their homes. As of January 2002, there were approximately 2 million Afghan refugees in Pakistan, and 1.5 million in Iran. There are many more Afghan refugees in 70 countries around the world.

UNHCR's objectives in the region include:

- Aiding the voluntary return of refugees to Afghanistan. UNHCR expects that more than 1 million refugees will return to Afghanistan during 2002.
- Assisting internally displaced people
- Maintaining emergency preparedness
- Supporting refugees in countries of asylum

Sources:

- Helping Refugees: An Introduction to UNHCR.
- Basic Facts About UNHCR: www.unhcr.ch/cgi-bin/texis/vtx/home?page=basics

Handout 4D

United Nations Children's Fund (UNICEF)

Mission
UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs, and to expand their opportunities to reach their full potential.

UNICEF is guided by the *Convention on the Rights of the Child* and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children.

UNICEF insists that the survival, protection, and development of children are universal development imperatives that are integral to human progress.

UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.

UNICEF is committed to ensuring special protection for the most disadvantaged children—victims of war, disasters, extreme poverty, all forms of violence, and exploitation and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF makes its unique facilities for rapid response available to its partners to relieve the suffering of children and those who provide their care.

UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.

UNICEF aims, through its country programs, to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities.

UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the charter of the United Nations.

Changing the World with Children
Created by the United Nations General Assembly in 1946 to help children after World War II in Europe, UNICEF was first known as the United Nations International Children's Emergency Fund. In 1953, UNICEF became a permanent part of the United Nations system, its task being to help children living in poverty in developing countries. Its name was shortened to the United Nations Children's Fund, but it retained the acronym "UNICEF," by which it is known to this day.

UNICEF helps children get the care and stimulation they need in the early years of life and encourages families to educate girls as well as boys. It strives to reduce childhood death and illness and to protect children in the midst of war and natural disaster. UNICEF supports young people, wherever they are, in making informed decisions about their own lives, and strives to build a world in which all children live in dignity and security.

Working with national governments, NGOs (non-governmental organizations), other United Nations agencies, and private-sector partners, UNICEF protects children and their rights by providing services and supplies and by helping shape policy agendas and budgets in the best interests of children. Some of the activities that UNICEF carries out include:

- Teacher training
- Providing supplies and equipment to schools
- Control of health problems such as dehydration from diarrhea
- Child immunization
- Supporting breastfeeding and good nutrition

UNICEF's governing body of 36 nations, representing all regions of the world, establishes policies, reviews programs, and approves budgets for the organization. Headquartered in New York, UNICEF carries out its work through eight regional offices and 126 country offices covering more than 160 countries, territories, and areas.

The 37 national committees for UNICEF are private, not-for-profit organizations, primarily in industrialized countries, that support UNICEF programs. Extensive networks of volunteers help the committees raise funds, sell the well-known UNICEF greeting cards, and carry out other activities, such as the "Trick-or-Treat for UNICEF" program. These efforts help generate a deeper understanding of the rights and needs of children everywhere and provide ways for young people as well as adults to change the world for children.

History of UNICEF

1946: UNICEF is created to provide emergency aid to children in Europe who are facing famine and disease after World War II.

1950: The UN General Assembly extends UNICEF's task to include working with children and families throughout the developing world.

1953: UNICEF becomes a permanent part of the United Nations.

1959: The UN General Assembly adopts the *Declaration of the Rights of the Child*, focusing on children's rights to education, health care, and good nutrition.

1965: UNICEF receives the Nobel Peace Prize "for the promotion of brotherhood among nations."

1979: International Year of the Child.

1989: *Convention on the Rights of the Child* is adopted and becomes the most widely accepted human rights treaty in history.

1990: World Summit for Children. An unprecedented summit of heads of state and government sets 10-year goals for children's health, nutrition, and education.

Afghanistan

UNICEF's mission in Afghanistan is to advocate and act for the protection of children's and women's rights, to help meet their basic needs, and to expand opportunities for children and women to reach their full potential.

Source: www.unicef.org

Handout 4E

World Health Organization (WHO)

Department of Emergency and Humanitarian Action

The WHO Department of Emergency and Humanitarian Action (EHA) works to increase the capacity and self-reliance of countries in the prevention of disasters, preparation for emergencies, mitigation of their health consequences, and the creation of a synergy between emergency action and sustainable development. The EHA's work began in the 1970s, and is based on the concept of health as a bridge to peace. The Department of Emergency and Humanitarian Action is located at WHO headquarters in Geneva, Switzerland.

World Health Organization Core Commitments in Emergencies

Goal: To reduce avoidable loss of life, burden of disease, and disability in emergencies and post-crisis transitions. This is to be achieved by:

- Ensuring the presence and operational capacity in the field to strengthen coordinated public health management for optimal immediate impact, collective learning and health sector accountability.
- Identifying priority health and nutrition-related issues and ensuring that these are properly addressed in an integrated primary health care approach that preserves and strengthens local health system.
- Strengthening health and nutrition surveillance systems to enable monitoring of any changes, early warning of deterioration, and immediate life-saving action through outbreak response and technically sound nutrition interventions.
- Ensuring control of preventable ill health particularly communicable and vaccine-preventable diseases.
- Ensuring that risks related to the environment are recognized and properly managed.
- Ensuring good quality and access to basic preventive and curative care including essential drugs and vaccines for all, with special focus on the especially vulnerable—the elderly, the very young, pregnant women, the disabled, and the chronically ill.
- Ensuring that humanitarian health assistance is in line with international standards and local priorities and does not compromise future health development.
- Advocating and negotiating for secure humanitarian access, and neutrality and protection of health workers, services, and structures as integral parts of public health promotion.
- Ensuring that the lessons learned in a crisis are used to improve health sector preparedness for future crises and disaster reduction.
- Defining an integrated health policy for preparedness, emergency response and post-conflict, for a coherent health sector development resilient to emergencies, to link relief efforts with national capacities and initiate future health system reform.

The Role of EHA in Emergencies

Especially in protracted crises and complex emergencies, the situation can often deteriorate to a degree that undermines fatally the capacity of the ministry of health or local authorities to meet the urgent public health needs. National efforts must then be supported by international relief workers. WHO is present on the ground before, during, and after the occurrence of emergencies to ensure coordination of health activities, appropriate health assessments and surveillance, transmission of best practices, and response to public health priorities. EHA's delivery of health supplies and specific health interventions only take place when other organizations involved in health services delivery do not have the capacity to cover these needs. EHA's efforts include:

- Furnishing appropriate technical assistance and necessary aid upon the request or acceptance of governments.
- Supporting and enabling national and international agencies working on the frontline of disasters and emergencies and in post-crisis rehabilitation to apply the best health practices in preparing for, assessing, implementing, and evaluating the impact of humanitarian health assistance.
- Ensuring a coherent public health system response and continuity between relief efforts and enhanced national capacities.
- Defining public health priorities and plans of action.
- Assessing and evaluating health interventions.
- Ensuring that field offices and health partners are able to provide basic public health services.

In emergency situations, supplies may arrive in a haphazard manner and they may not be appropriate to the situation. Issues of security, sovereignty, language, culture, and differing ways of understanding the problem are compounded by a sense of urgency and the need to "do something quickly" to respond to the emergency. In these situations, EHA is able to coordinate public health programs that respond to the real needs, create an environment in which field staff agree on technical priorities and work as a team, and help organizations cooperate effectively together.

Large-scale human displacement occurs most often in developing countries in crisis and results in a series of serious health consequences: HIV/AIDS and tuberculosis are common in all emergency contexts and, together with malaria, are difficult to tackle. Reproductive health has become a primary concern, as well as mental health. While some health problems require complicated and costly programs, major causes of mortality can be prevented by low-cost public health priority interventions, such as measles immunisations. Health relief must complement the people's own coping strategies, while looking for durable solutions. Public health principles provide the basis for WHO cooperation with the member countries and its IASC partners to mitigate the plight of refugees and IDPs (Internally Displaced Persons). As long as refugees and, especially, IDPs remain inaccessible and therefore not identified, nothing can be done to safeguard their health. In such contexts, WHO sees advocating and negotiating for secure humanitarian access as integral parts of its public health promotion function.

In emergency situations, disasters and conflicts often debilitate a health care infrastructure that is already structurally fragile and bring about the collapse of the health administration. WHO works to organize emergency relief efforts in a manner that contributes from the beginning to a process of rehabilitation and sustainable development. The goal is to progressively reconstruct efficient, effective, accessible, and affordable public health care systems.

Partners

The first partners of WHO are the ministries of health at both national and local levels. However, WHO also makes sure of building its own capacity. In humanitarian assistance particularly, WHO collaborates with UN sister agencies (UNICEF, UNHCR, UNFPA, WFP), IOM, the Red Cross movement, and non-governmental organizations (NGOs).

Source: www.who.int/disasters

Handout 4F

United Nations Educational, Scientific, and Cultural Organization (UNESCO)

UNESCO was created on November 16, 1945, to promote collaboration between nations in order to contribute to world peace and security through education, cultural awareness, science, and communications. Through these efforts, UNESCO aims to further universal respect for justice, human rights, and the rule of law as affirmed by the Charter of the United Nations.

UNESCO's programmes aim at promoting a culture of peace and human and sustainable development. They focus on:

- Achieving education for all
- Promoting environmental research through international scientific programmes
- Supporting the expression of cultural identities
- Protecting and enhancing the world's natural and cultural heritage
- Promoting the free flow of information and press freedom
- Strengthening the communication capacities of developing countries

What Does UNESCO Do?
UNESCO's work centers around five program areas: education; communication and information; culture; natural science; and social and human sciences. Within these categories, UNESCO works to establish international standards and agreements; conducts research; offers technical and advisory services; provides supplies, equipment, and training courses; and supplies funding for specific programs.

Examples of UNESCO's work around the world include:

- The Educational Buildings and Furniture Programme has worked in Saudi Arabia to establish norms in educational facilities and furniture; in Morocco to improve access to primary school in rural areas; and in Bosnia and Herzegovina to repair and furnish schools.
- The World Heritage Centre decried the Taliban's destruction of Buddhist statues in Afghanistan and is urging the interim government to consider rebuilding them.
- Through the 1997 *Universal Declaration on the Human Genome and Human Rights,* UNESCO is working to set international guidelines and comprehensive ethical principles to guide research and its application in biology and medicine.

UNESCO promotes freedom of the press, and has helped establish television, radio, and newspapers in post-conflict zones such as Kosovo and East Timor.

Afghanistan
UNESCO helps in reconstructing Afghanistan in support of Afghanistan's search for peace, security, and development. The foundation of UNESCO's approach towards the Afghan crisis is the need to help Afghanistan to help itself. While external support is clearly vital, lasting peace and security must be developed and sustained from within. UNESCO's actions are designed to facilitate and support Afghanistan in taking command of its own destiny.

Education

The reconstruction of education in Afghanistan is a massive challenge, both for Afghans and the international community. UNESCO is taking part in planning the reconstruction of Afghanistan's education system including schools, universities, vocational training institutions, and the non-formal education system. This work includes providing expertise for planning, curriculum development, and teacher training.

UNESCO will provide assistance in printing textbooks for all levels of education and in reconstructing school and academic libraries. It is also providing assistance to the ministers of education and higher education and taking care of concrete problems linked to the challenge of re-opening schools.

Cultural Heritage

UNESCO is committed to help Afghanistan reclaim its cultural heritage devastated by war, theft, and the destructive acts of the Taliban. In addition to providing human resources, training, and equipment to the Ministry of Information and Culture, UNESCO will help assess damage to the country's Islamic and non-Islamic cultural monuments and sites, and prioritize preservation needs.

Libraries and Archives

UNESCO projects are based on the values of free access to information and freedom of expression. UNESCO is helping to rebuild Afghanistan's information institutions and infrastructures. This includes assistance to the libraries (National Library, public libraries, school libraries, university libraries, etc.) and the records and archives management system The development and implementation of services in university, school and public libraries will support all education and literacy programmes, with special attention to women's needs.

Media

UNESCO is helping to re-launch independent publications and rebuild the foundations for professional journalism. UNESCO played a key role in re-launching *Kabul Weekly*, the first independent publication to appear in the country after the fall of the Taliban.

UNESCO is also providing training to journalists and technical media staff, including those of national television. It also has projects for the development of public service broadcasting, including the establishment of a regulatory framework and support for TV productions and co-productions. To favour the development of independent print media, UNESCO will help establish an independent printing plant and distribution network. There is also a project to create community multimedia centres to provide access to information needed for development projects and provide distance learning facilities.

Water Management

UNESCO's science sector is committed to help improve Afghanistan's urban water supply and sewage infrastructure through training and the development of local human capacities. Projects cover technical, management, and financial aspects of this sector. UNESCO is also working on sustainable community-based water resource management schemes to improve the supply of clean drinking water, an essential public health need.

Sources:

- United Nations Department of Public Information. 2000. *Basic Facts About the United Nations*. New York: United Nations. p. 50.
- Better World Campaign, February 2002.
- www.unesco.org

Lesson Five
U.S.-UN Relations

The goal of this lesson is to help students synthesize what they have learned about the UN by determining the appropriate level of U.S. involvement in it.

Procedure

1. Have students watch the portion of the video entitled "U.S.-UN Relations." (11 mins.) The questions that are addressed in this segment of the video are as follows:
   - A recent associated press poll showed that 9 out of 10 Americans think the UN should play a major role in keeping nations united in the fight against terrorism. Why do you think this is the case?
   - Will the events of September 11 change the U.S.' relationship with the UN?
   - What lessons can we learn from the recent crisis?
   - How do other nations view the UN?
   - Is there a better alternative to the UN?
   - Where should the U.S. go from here?
   - How can citizens become more involved in shaping the United States' relationship with the UN?
   - How should member states relate to the UN?
   - What long-term effect might the attack of September 11 have on the UN?
2. Put the following quotation from Dr. Harf before the class:

   "The UN is only as strong as its member states want it to be."

   Explain that the purpose of this final lesson will be to reflect on just how strong students would like the UN to be.

Objectives

At the completion of this lesson, students will be able to:

- ♦ Identify arguments for and against deeper U.S. involvement in the work of the UN;
- ♦ Articulate arguments on this topic in a debate setting;
- ♦ Formulate, explain, and defend a personal opinion on this issue.

Materials

Student Handout 5A: Point of View
Video Segment #5: U.S.-UN Relations

Key Terms

Bilateral
Multilateral
Unilateral

3. Ask students to reflect on the video footage they have seen this week. Who sponsored the town meetings and the video? What were the town meetings designed to do? What voices were not heard during the town meeting discussions? Ask the students if they know of any people who have expressed alternative opinions on the topic of U.S. involvement with the UN. One person who has is U.S. Senator Jesse Helms, a Republican from North Carolina and ranking minority member of the U.S. Senate Committee on Foreign Relations. Have the students read Helms' speech to the Security Council (Handout 5A). As they read, ask students to mark a "plus sign" in the margin when they read a statement by Helms that affirms something they heard from UN proponents on the video this week, and a "minus sign" when they read a statement by Helms that disputes something they heard on the video.

4. When the students are done reading, ask them to reflect on Helms' speech. What was the overall tone of it? What were his major points? Ask the students to identify some of the statements next to which they marked a plus sign. On what topics do UN supporters and Senator Helms seem to be in agreement? Next have them identify some of the statements next to which they marked a minus sign. On what topics is there disagreement between Helms and UN supporters?

5. Divide the class in half. Tell students they are going to debate the statement, "The U.S. should empower the UN to be a strong player in the international arena." Assign one-half of the class to be pro, the other to be con. Give the groups a few minutes to review the arguments they have heard throughout the week that support their side.

6. Conduct a class debate. Students should be able to back up their statements with factual information.

Homework

Ask students to research the opinions of their senators and representatives in Congress on the above issue. Then have each student write a letter to one member of the congressional delegation taking a stand on the above issue, explaining his/her position, and backing up that position with facts.

Extension Activity

Ask students to develop a persuasive piece outlining their own opinion on the above topic. They may develop a billboard, bumper sticker, poster, TV advertisement, speech, etc.

Handout 5A

Point of View

Address by Senator Jesse Helms
Chairman, U.S. Senate Committee on Foreign Relations
Before the United Nations Security Council
January 20, 2000

Mr. President, Distinguished Ambassadors, Ladies and Gentlemen,

...I want the American people to value a United Nations that recognizes and respects their interests, and for the United Nations to value the significant contributions of the American people. Let's be crystal clear and totally honest with each other: all of us want a more effective United Nations. But if the United Nations is to be "effective" it must be an institution that is needed by the great democratic powers of the world.

Most Americans do not regard the United Nations as an end in and of itself—they see it as just one part of America's diplomatic arsenal. To the extent that the UN is effective, the American people will support it. To the extent that it becomes ineffective—or worse, a burden—the American people will cast it aside. The American people want the UN to serve the purpose for which it was designed: they want it to help sovereign states coordinate collective action by "coalitions of the willing" ...; they want it to provide a forum where diplomats can meet and keep open channels of communication in times of crisis; they want it to provide to the peoples of the world important services, such as peacekeeping, weapons inspections, and humanitarian relief.

This is important work. It is the core of what the UN can offer to the United States and the world. If, in the coming century, the UN focuses on doing these core tasks well, it can thrive and will earn and deserve the support of the American people. But if the UN seeks to move beyond these core tasks, if it seeks to impose the UN's power and authority over nation-states, I guarantee that the United Nations will meet stiff resistance from the American people.

As matters now stand, many Americans sense that the UN has greater ambitions than simply being an efficient deliverer of humanitarian aid, a more effective peacekeeper, a better weapons inspector, and a more effective tool of great power diplomacy. They see the UN aspiring to establish itself as the central authority of a new international order of global laws and global governance. This is an international order the American people will not countenance. The UN must respect national sovereignty. The UN serves nation-states, not the other way around. This principle is central to the legitimacy and ultimate survival of the United Nations, and it is a principle that must be protected.

The secretary general...delivered an address on sovereignty to the General Assembly in which he declared that "the last right of states cannot and must not be the right to enslave, persecute, or torture their own citizens." The peoples of the world, he said, have "rights beyond borders." I wholeheartedly agree. What the secretary-general calls "rights beyond borders," we in America call "inalienable rights." We are endowed with those "inalienable rights," as Thomas Jefferson proclaimed in our Declaration of Independence, not by kings or despots, but by our Creator.

The sovereignty of nations must be respected. But nations derive their sovereignty—their legitimacy—from the consent of the governed. Thus, it follows that nations can lose their legitimacy when they rule without the consent of the governed; they deservedly discard their sovereignty by brutally oppressing their people. Slobodan Milosevic cannot claim sovereignty over Kosovo when he has murdered Kosovars and piled their bodies into mass graves. Neither can Fidel Castro claim that it is his sovereign right to oppress his people. Nor can Saddam Hussein defend his oppression of the Iraqi people by hiding behind phony claims of sovereignty. And when the oppressed peoples of the world cry out for help, the free peoples of the world have a fundamental right to respond... .

It is a fanciful notion that free peoples need to seek the approval of an international body (some of whose members are totalitarian dictatorships) to lend support to nations struggling to break the chains of tyranny and claim their inalienable, God-given rights. The United Nations has no power to grant or decline legitimacy to such actions. They are inherently legitimate... .

I am here to plead that from now on we all must work together, to learn from past mistakes, and to make the Security Council a more efficient and effective tool for international peace and security. But... I reiterate this warning: the American people will never accept the claims of the United Nations to be the "sole source of legitimacy on the use of force" in the world.

But, some may respond, the U.S. Senate ratified the UN Charter 50 years ago. Yes, but in doing so we did not cede one syllable of American sovereignty to the United Nations. Under our system, when international treaties are ratified they simply become domestic U.S. law. As such, they carry no greater or lesser weight than any other domestic U.S. law. Treaty obligations can be superseded by a simple act of Congress. This was the intentional design of our founding fathers, who cautioned against entering into "entangling alliances." Thus, when the United States joins a treaty organization, it holds no legal authority over us. We abide by our treaty obligations because they are the domestic law of our land, and because our elected leaders have judged that the agreement serves our national interest. But no treaty or law can ever supersede the one document that all Americans hold sacred: the U.S. Constitution.

The American people do not want the United Nations to become an "entangling alliance." That is why Americans look with alarm at UN claims to a monopoly on international moral legitimacy. They see this as a threat to the God-given freedoms of the American people, a claim of political authority over America and its elected leaders without their consent....

[Some people] argue that Americans should be willing to sacrifice some of their sovereignty for the noble cause of international justice. International law did not defeat Hitler, nor did it win the Cold War. What stopped the Nazi march across Europe, and the Communist march across the world, was the principled projection of power by the world's great democracies. And that principled projection of force is the only thing that will ensure the peace and security of the world in the future.

More often than not, "international law" has been used as a make-believe justification for hindering the march of freedom. When Ronald Reagan sent American servicemen into harm's way to liberate Grenada from the hands of a communist dictatorship, the UN General Assembly responded by voting to condemn the action of the elected president of the United States as a violation of international law.... Similarly, the U.S. effort to overthrow Nicaragua's communist dictatorship (by supporting Nicaragua's freedom fighters and mining Nicaragua's harbors) was declared by the World Court as a violation of international law....

Americans distrust...claims by the UN to be the "sole source of legitimacy" for the use of force, because Americans have a profound distrust of accumulated power. Our founding fathers created a government founded on a system of checks and balances, and dispersal of power...

If the United Nations is to survive into the 21st century, it must recognize its limitations. The demands of the United States have not changed much since Henry Cabot Lodge laid out his conditions for joining the League of Nations 80 years ago: Americans want to ensure that the United States of America remains the sole judge of its own internal affairs, that the United Nations is not allowed to restrict the individual rights of U.S. citizens, and that the United States retains sole authority over the deployment of United States forces around the world. This is what Americans ask of the United Nations; it is what Americans expect of the United Nations. A United Nations that focuses on helping sovereign states work together is worth keeping; a United Nations that insists on trying to impose a utopian vision on America and the world will collapse under its own weight.

If the United Nations respects the sovereign rights of the American people, and serves them as an effective tool of diplomacy, it will earn and deserve their respect and support. But a United Nations that seeks to impose its presumed authority on the American people without their consent begs for confrontation and, I want to be candid, eventual U.S. withdrawal.

Thank you very much.

Glossary

Ambassador- an official envoy; an authorized representative.

Ballistic Missile - a missile guided in the ascent of a high-arch trajectory and freely falling in the descent.

Bilateral - affecting or undertaken by two sides equally; binding on both parties.

Biodiversity - biological diversity in an environment as indicated by numbers of different species of plants and animals.

Charter - a document outlining the principles, functions, and organization of a body; a constitution.

Civil Society - the segment of society that is made up of non-governmental organizations, private volunteer organizations, and other organizations that are not part of the government.

Coalition - an alliance of distinct parties, persons, or states for joint action.

Codify - to reduce (laws, rules, etc.) to a code; to arrange in a systematic collection.

Collateral Damage - of a secondary nature; subordinate.

Combatant - one who is engaged in or ready to engage in combat.

Consensus - an opinion or agreement reached by a group as a whole; general agreement or accord.

Convention - an agreement between states, sides, or military forces, especially an international agreement dealing with a specific subject, such as the treatment of prisoners of war.

Delegate - (noun) a representative to a convention or conference.

Deployment - the placement of a military unit in battle formation or appropriate positions.

Development - growth or advancement; usually refers to economic growth.

Enforcement - the act of giving force to laws or carrying out agreements effectively.

Extradite - to give up or deliver (a fugitive, for example) to the legal jurisdiction of another government or authority.

General Assembly - the main deliberative organ of the United Nations, composed of representatives of all member states, each of which has one vote.

Global Warming - an increase in the average temperature of the earth's atmosphere, especially a sustained increase sufficient to cause climatic change.

Humanitarian - promoting welfare and social reform.

Insurgent - a person who revolts against civil authority or an established government; especially a rebel not recognized as a belligerent.

Internally Displaced Person - one who flees, especially during a civil war, but remains in one's home country rather than seeking refuge abroad.

Legislation - the enactments of a legislator or legislative body.

Member State - a country that is a member of the United Nations. In 2002, there are 189 UN member states.

Multilateral - participated in by more than two nations or parties.

National Interest - that which is best for a country as a whole. National interest is made up of three components: economy, security, and ideology. To determine what is in the national interest, a community needs agreement on its goals and on the extent to which any proposed action contributes to those goals.

Negotiate - to arrange for or bring about through conference, discussion, and compromise.

Pacific - of a peaceful nature; tranquil.

Peacekeeping - of or relating to the preservation of peace, especially the supervision by international forces of a truce between hostile nations.

Peacemaking - making peace, especially by reconciling parties at variance.

Per capita - per unit of population; per person.

Posse - a body of persons summoned by a sheriff to assist in preserving the public peace, usually in an emergency.

Preamble - an introductory statement, specifically the introductory part of a constitution or statute that usually states the reasons for and intent of the law.

Precedent - an earlier occurrence of something similar; something done or said that may serve as an example or rule to authorize or justify a subsequent act of the same or an analogous kind.

Protocol - a preliminary memorandum often formulated and signed by diplomatic negotiators as a basis for a final convention or treaty.

Ratify - to approve and sanction formally.

Refugee - one who flees, especially a person who flees to a foreign country or power to escape danger of persecution.

Regime - a mode of rule or managment; a form of government; a government in power, a period of rule.

Resolution - a formal expression of opinion, will, or intent voted by an official body or assembled group.

Rule of Law - the condition in which everyone, including those in government, must live under the law and are accountable to it. The law is equally, fairly, and consistently enforced.

Sanction - (verb) to make valid or binding, usually by a formal procedure; to give effective or authoritative approval or consent to.

Security Council - the organ of the United Nations that has primary responsibility for maintaining peace and security. The Security Council has five permanent members: China, France, Russia, the United Kingdom and the United States. The remaining ten members are elected by the UN General Assembly to serve two-year terms. In 2002, the ten elected member states are: Bulgaria, Cameroon, Colombia, Guinea, Ireland, Mauritius, Mexico, Norway, Singapore, and the Syrian Arab Republic.

Signatory - a government bound with others by a signed convention.

Solidarity - unity (as of a group or class) that produces or is based on a community of interests, objectives, or standards.

Sovereignty - freedom from external control; autonomy.

Statute - a law enacted by a legislature; an established law or rule.

Tolerance - a sympathy or indulgence for beliefs and practices differing from or conflicting with one's own.

Treaty - a formal agreement between two or more states, as in reference to terms of peace or trade. The document in which such an agreement is set down.

Tribunal - a court or forum of justice.

Unilateral - done or undertaken by one person or party.

Veto - the power or right to prohibit or reject a proposed or intended act.

Internet Resources

Better World Fund - www.betterworldfund.org

League of Women Voters' UN Report - www.lwv.org/where/building/un_activism.html

Model United Nations Resources - www.stanford.edu/group/Jonsson/mun.html

State of the World 2002: Special World Summit Edition. The Worldwatch Institute. W.W. Norton & Company. 2002. - www.worldwatch.org/pubs/sow/2002/

United Nations Action Against Terrorism - www.un.org/terrorism/

United Nations Association of the United States of America - www.una-usa.org

United Nations Childrens Fund - www.unicef.org

United Nations Global Teaching and Learning Project - www.un.org/Pubs/CyberSchoolBus/index.html

United Nations Handbook 2001. - New Zealand Ministry of Foreign Affairs and Trade. www.mft.govt.nz/publications/unhand.html

United Nations High Commissioner for Refugees - www.unhcr.ch

United Nations Home Page - www.un.org

United Nations Mine Action - www.mineaction.org

United States Department of Defense - www.dod.gov

United States Department of State, Bureau of International Organization Affairs - www.state.gov/p/io/

United States Department of State, Focus on Afghanistan... UN Resolutions - http://usinfo.state.gov/regional/nea/sasia/afghan/un/

United States Mission to the United Nations - www.un.int/usa

United States Mission to the United Nations, Geneva - www.usmission.ch/usmission.html

United States Mission to the United Nations, Vienna - www.usun-vienna.usia.co.at/

World Food Programme - www.wfp.org

World Health Organization - www.who.int/home-page/

ANSWER GUIDE

Handout 1A—Test Your UNderstanding

1. C. Roosevelt coined the phrase during his famous meeting with Stalin and Churchill in 1942.
2. C. The horrors of World War II convinced world leaders to establish the UN.
3. B. The UN respects the sovereignty of its members, who are simply obliged to adhere to the Charter.
4. A. Kofi Annan is serving his second term as secretary-general.
5. C. Japan is not a permanent member of the Security Council.
6. B. The UN does not have the authority to set global tax rates.
7. A. Each UN member state gets one, equal vote in the General Assembly.
8. B. The U.S. signed on to this convention in February 1995, but the U.S. Senate has not ratified it.
9. C. UNICEF was originally created in 1946 to help the children of Europe after World War II.
10. C. The UN's regular budget of $2.5 billion does not include the cost of peacekeeping.
11. E. There have been no amendments made to the UN Charter since it was written in 1945.
12. C. The UN budget has been passed by consensus every year since 1988.
13. E. Peacekeeping dues are assessed by the General Assembly according to a special scale based on that used for the regular budget. The scale provides for a higher assessment on the five permanent members of the Security Council.
14. E. The U.S. and the UN are two separate entities; neither controls the other.

Handout 1C—Founding Documents

Similarities between the two documents include:
- Both enumerate goals.
- Both call for the formation of a union.
- Both emphasize peace and freedom.
- Both hope for better lives for future generations.

Differences between the two documents include:
- One forms a nation, the other an organization.
- The UN preamble specifically mentions human rights and equal rights of men and women, but the U.S. preamble does not.
- The UN preamble seeks to establish a framework for international law, whereas the U.S. focus is domestic.
- The UN preamble denounces the use of violence and military might, the U.S. document does not.

Possible one sentence summaries:

UN Preamble—We are forming an international organization and a framework of international laws that we hope will help create a world that is more peaceful and just in which all people will live in freedom and have a better chance to succeed.

U.S. Preamble—We are forming a nation that will be peaceful and just in which people will be free and have a good quality of life.

Handout 2A—Women's Rights

Constraints:
- Could be interpreted as a mandate for affirmative action programs
- Causes concern among pro-life supporters

Tools:
- Lends international weight to the U.S. gender equity message
- Provides a universal basis for raising concerns with other nations

Handout 2B—Chemical Weapons

Constraints:
- Chemical weapons are a powerful tool for militaries to give up
- Difficult to monitor whether all states are abiding by the agreement not to use and stockpile chemical weapons, therefore some countries might suffer if they play by the rules

Tools:
- Prevents agonizing and inhumane civilian and military deaths that results from chemical weapon use
- Encourages the destruction of chemical weapons stockpiles, thus decreasing the possibility of these weapons falling into the hands of terrorist organizations and rogue nations

Handout 2C—Global Warming

Constraints:
- May restrain U.S. companies' profits and slow the U.S. economy
- Fixes emission targets for developed countries, but not for developing countries

Tools:
- Would stabilize atmospheric concentrations of greenhouse gases and improve U.S. and global air quality
- Would insure that food production is not threatened and would allow ecosystems to adapt naturally to climate change

Handout 2D—Landmines

Constraints:
- Requires costly de-mining of areas, such as the demilitarized zone in Korea, which the U.S. considers vital to its interests
- Landmines are strategic weapons that prevent the large loss of army personnel by discouraging enemy ground advances

Tools:

- Protects U.S. troops from facing landmines abroad
- Protects civilian populations from losing their lives or limbs to mines and improves the likelihood of economic development

Handout 2E—World Court

Constraints:

- Could be used to try American civilians and soldiers
- Domestic courts may lose authority in certain areas to the international court

Tools:

- Provides a forum for resolving conflicts peaceably
- Creates a mechanism wherein criminals will always be accountable for crimes they have committed no matter which country they flee to, which country they are from, or what position they hold

Handout 2F—Security Council Resolution 1373

1. Security Council Resolutions: Resolution 1269 of 19 October 1999, Resolution 1368 of 12 September 2001, Resolution 1189 of 13 August 1998; General Assembly Resolution 2625 of October 1970; the UN Charter; and the Convention for the Suppression of the Financing of Terrorism of 9 December 1999.
2. Among other things, it calls on states to prevent and suppress the financing of terrorist acts, to deny safe haven to terrorists, and to prevent the movement of terrorists by effective border controls.
3. Among other things, it calls on states to cooperatively find ways of intensifying and accelerating the exchange of operational information regarding actions or movements of terrorists; to exchange judicial information to prevent the commission of terrorist acts; to prevent and suppress terrorist attacks and take action against perpetrators of such acts; to become party to the relevant international conventions and protocols relating to terrorism; and to improve the implementation of the provisions of those treaties.
4. A committee of the Security Council will monitor the implementation of this resolution and all states will report to the committee on the steps that they have taken to implement the resolution.
5. The resolution directs all member states to support the fight against terrorism and makes UN member states partners in America's campaign against terrorism.
6. It discourages unilateral action and calls on states, including the U.S., to report to the Committee of the Security Council on the steps that they have taken to implement the resolution.
7. Student answers will vary.

Lesson #3—Learning Station #1

1. Bangladesh (6,024), Pakistan (5,500), Nigeria (3,505), India (2,885), and Ghana (2,465) are the top five contributors to UN forces. These countries are not typically considered either economic or political powers, although a few wield considerable political power on the regional level.
2. U.S. (756), U.K. (714), France (473), Russia (354), China (113). These contributions to the UN are significantly smaller than the contributions provided by the top five contributors.

3. The UN forces are significantly less. The small size of UN troops makes it challenging for them to work effectively in regions of conflict where hostile militias greatly outnumber them.

Lesson #3—Learning Station #2

1. Cyprus, where there has been continual engagement since March of 1964.
2. Answers may vary. Options include: Somalia, Bosnia, Kosovo, Afghanistan.
3. Answers may vary but students should touch upon the fact that peacekeepers are there simply to maintain peace and to create a buffer between hostile parties until they can reach an agreement, while American soldiers generally have specific military objectives and conduct combat missions.

Lesson #3—Learning Station #3

1. Answers may vary, but students should touch upon the fact that, for enforcement operations, all necessary military measures are authorized, the consent of the disputing parties is not required, and enforcement operations are not under UN control. For peacekeeping, no military action is authorized, the consent of parties is required, and the operation is under UN control.
2. The Security Council.
3. The UN can support the use of force only if the Security Council decides such action is necessary to maintain international peace and security or as a means of self defense if a member state falls victim to an armed attack. The preferred method of dispute settlement is to seek a solution through negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, or other peaceful means.

Lesson #3—Learning Station #4

1. The UN peacekeeping budget varies from year to year depending on crises, but was $2.6 billion in 2000. Comparatively, the human rights and humanitarian affairs budget for 1999 was roughly $123.6 million, or one-twentieth the size of the peacekeeping budget.
2. The U.S. annual defense budget is approximately $280 billion, more than 100 times greater than the UN peacekeeping budget.
3. The number of crises and armed conflicts that need to be addressed differs from year to year.

Lesson #3—Learning Station #5

1. UN peacekeepers are ultimately under the authority of their respective national governments.
2. In their answers, students should mention the following points: a) peacekeeping operations in the past have endangered U.S. military personnel; b) in reality UN commanders, most of them foreign nationals, have had operational control over U.S. peacekeepers; and c) the UN command does not meet the necessary command and control arrangement that would make UN peacekeeping operations effective and successful.
3. Student answers may vary, however the Congressional vote is known. This bill was referred to committee and never made it to a vote on the House or Senate floor. There was a general consensus among judicial reviewers that the bill was unconstitutional, as Congress would be infringing on the president's prerogative as commander-in-chief of the U.S. armed forces.

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